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ABSTRACT

This practicum report presents a detailed account of a project by an elementary school principal in designing, implementing, and evaluating a comprehensive improvement program to alleviate problems which have occurred as a result of the transitional state of the neighborhood at the Clara Barton Public School, in the school district of Philadelphia. Information is given on the students' backgrounds and on how the students have been affected by the transitional state of their neighborhood. A search of the literature on prior successful school improvement programs was made. Use was made of representative committees, individualized curriculum programs, public relations techniques, and the effective use of community resources as the core of the program. Findings from the needs assessment surveys administered in January 1975 are summarized. A comprehensive listing of the planned objectives, activities, and evaluative criteria necessary to execute the program successfully is included. The principal of the Clara Barton public school describes how the author instituted processes that caused others to resolve the problems that affected them. He describes his actions in bringing together personnel, time, space, students and community resources. (Author/JM)

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STRATEGIES
TO IMPROVE AN URBAN SCHOOL
IN A LOWERING SOCIO-ECONOMIC COMMUNITY

by

William J. Wingel

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

UD 016 251

Philadelphia Cluster
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ABSTRACT

Based on the results of a comprehensive needs assessment, the purpose of this practicum was to design, implement, and evaluate a multifaceted improvement program at the Clara Barton Public School to alleviate problems which have occurred as a result of the transitional state of the neighborhood. Subsequent execution of the practicum clearly demonstrated the efficacy of the improvement program. The practicum results unequivocably confirmed the significance of the activities that occurred as a result of the program's implementation. The success of the practicum has resulted in its adoption by other schools and its injection into the system as an ongoing school-community operation.

INTRODUCTION

This practicum report presents a detailed account of a project by an elementary school principal in designing, implementing, and evaluating a comprehensive improvement program to alleviate problems which have occurred as a result of the transitional state of the neighborhood at the Clara Barton Public School, in the School District of Philadelphia.

The section dealing with 'The Problem And Its Scope' gives information on the socio-economic status of the school and how the students have been affected by the transitional state of their neighborhood. To find key elements of prior successful school improvement programs, the principal describes his search of educational literature that resulted in strategies involving the use of representative committees, individualized curriculum programs, public relations techniques, and the effective use of community resources as the core of the program. In the last part of this section, the principal summarizes findings from the needs assessment surveys administered to students, parents, teachers, and administrative personnel in January, 1975.

The section on 'Solving The Problem' begins with the overall design of the improvement program based on the principal's in-depth study of the needs assessment findings. A comprehensive listing of the planned objectives, activities, and evaluative criteria necessary to successfully execute the program is included. This section also details the communication network that was established to report the assessment findings and the initial stages in representative strategy development. Background information is also presented for the practicum's three independent observers.

The 'Strategies in Action' section details the specific activities undertaken to bring to fruition the ten objectives of the comprehensive improvement program. The principal relates how he instituted processes that caused others to face and resolve the problems that affected them. He describes his actions in bringing together personnel, time, space, students, and community resources to resolve the problems of increased vandalism, student disruptive behavior, drug usage, decreased pupil attendance, among others.

The section on 'Evaluation' succinctly describes the evaluation strategies developed by the principal and the degree to which he was successful in achieving the objectives of the improvement program.

In the 'Summary' section the principal lists the conclusions derived from the overall improvement program. Various successful aspects of the program are included, as well as some that need refinement and improvement for future implementation. This section concludes with specific and concise recommendations to be used as a basis for the continuation of the program both at the Clara Barton School and at the many schools modeling the program.

The section on 'Appendixes' provides a comprehensive compilation of materials which document the text. Some are official documents from the state and local levels, while others were developed by participants in the practicum.

The final section, 'Bibliography', contains various reference sources, all of which are alluded to in the text. The bibliography, by necessity, is rather brief, since the practicum was not research oriented but was primarily action oriented throughout its entirety.

STRATEGIES
TO IMPROVE AN URBAN SCHOOL
IN A LOWERING SOCIO-ECONOMIC COMMUNITY

by

William J. Wingel

William J. Wingel is the principal of the Clara Barton Elementary School, School District of Philadelphia.

THE PROBLEM AND ITS SCOPE

Community Characteristics

The Clara Barton Public School is located in an urban community that is evolving from a middle-class population to one comprised of a majority of lower socio-economic families. Unemployment is high and single parent households and welfare recipients are common.

The immediate neighborhood of the school is becoming gang-controlled, with frequent acts of terrorism and encounters among gang members, merchants, drug pushers, and adults. A Philadelphia newspaper reporter portrayed the neighborhood as follows:

> The Feltonville Community is a white middle-class neighborhood of about 25,000 people in the Northeast section of Philadelphia just off Roosevelt Boulevard. Kids in Feltonville take drugs, smoke marijuana, and drink booze. The 400 block of East Wyoming Avenue is a war zone. All of the windows have been smashed out of Bogaslafsky's Bakery at Wyoming and Hurley Street. Sixty-one windows have been broken on Wyoming Avenue.[1]

One week later, a letter to the editor of the Philadelphia Daily News was published and signed, 'Girls and Guys from Feltonville:'

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[1] Larry Mc Mullen, Daily News, September 18, 1974.

> Do you think it is fair for 13 guys and two girls should be put into a paddy wagon for playing football and being a little noisy?
>
> We admit that some of us do smoke marijuana and drink booze, but who do you think supplies us with it? After all, we are only juveniles.
>
> Who do you think gets us the pot? The people in their 40's who complain. Half the windows are broken by the kids because they were just supplied with beer. The other half are elderly drunks who fall into abandoned store windows.
>
> We have more cops in Feltonville than in any other section in Philadelphia. The reason we have more crimes is because the police are too busy chasing the kids that are a block away from their homes, just sitting around talking, instead of getting people that are robbing, stealing, breaking windows in our neighborhood.
>
> You tell us where the other kids from other neighborhoods go and then let us know where we should go![1]

School Environment

Many of the Clara Barton students attempt to emulate the tough behavior of their older siblings with the resultant problems of increased school vandalism, frequent incidents of student misbehavior, and an ever-increasing disrespect for authority.

Academic achievement by Barton students has decreased significantly, as measured by the Iowa and California Standardized Achievement Tests. For example, the school average composite score on the California Achievement Test indicated a 3% increase in the 16th percentile category for the past five years, when measured in February, 1975.

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[1] Letters To The Editor, Daily News, September 25, 1974.

Attendance records show an alarming increase in student absenteeism. A comparison of the 1972-1973 and 1973-1974 average daily pupil attendance percentages indicates a 2% decrease from 88% to 86%.

Home and School Association monetary support, which previously amply supplemented School District of Philadelphia funds, has dwindled because of the economic status of the community and lack of parental-community support for the Barton School.

Survey of Literature

In September, 1974 the principal determined that a program for improvement was necessary to resolve some of the major problems experienced by the Clara Barton School. Individual research was undertaken by the principal to determine what was done by others in like situations. To his dismay, he found relatively small evidence of major comprehensive changes instituted by school principals. John Goodlad aptly states the problem thusly:

> One often gets the almost eerie impression of huge clouds of educational reform drifting back and forth from coast to

> coast and only occasionally touching down to blanket an actual educational institution.[1]

Donald P. Mitchell expressed concern about the principal as the agent of change in his study for the Academy For Educational Development, Incorporated:

> Those who assume positions of authority do not automatically have or develop the courage to change. In some instances they have been selected for the very reason that they can be counted on to play it safe, and as they age in positions of authority their mechanisms of self-protection become even stronger. Too many educational leaders have been unwilling or unable to make difficult decisions that seemed to threaten their job security or advancement. In times of uncertainty it does take courage to change, to move off dead center. Self-protection can no longer be justified. Too much needs to be done.[2]

Seymour B. Sarason, developer and director of the Yale Psycho-Educational Clinic, expressed his concerns about the primacy of the principal as the agent of school change when he states:

> There is no doubt that those who want to change the school system hope that by changing structures and forces of power they will better

---

[1] N.E.A. Journal, December, 1966.

[2] Donald P. Mitchell, Leadership In Public Education Study, Academy for Educational Development, Inc., 1972. p. 14.

> the system. 'The system is faulty and must be changed' - - this is the most frequent comment one hears, and I, for one cannot disagree. However, what is missing in these proposals for change (and missing in these proposals where they have been put into effect) is any recognition that the principal is the crucial implementor of change. That is to say, any proposal for change that intends to alter the quality of life in the school depends primarily on the principal. One can realign forces of power, change administrative structures, and increase budgets for materials and new personnel, but the intended effects of all these changes will be drastically diluted by principals whose past experiences and training, interacting with certain personality factors, ill prepares them for the role of educational and intellectual leader. In fact, and this point has tended to be overlooked, many of the intended outcomes of the proposed changes could have been achieved by the principal before these proposals ever were made or became matters of official policy.[1]

Further research by the principal revealed that a study conducted by George Weber, Associate Director of the Council for Basic Education, had extreme relevance to the Clara Barton School situation. Mr. Weber identified four schools where children were being taught to read despite all the handicaps associated with big city slums. These schools were P.S. 11 and John J. Finchley in Manhattan, Woodland in Kansas City, Missouri, and the Ann Street in Los Angeles. In Mr. Weber's summary he states succinctly the importance of his findings:

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[1] Seymour B. Sarason, The Culture of the School and the Problem of Change. (New Jersey: Allyn and Bacon, 1971), pp. 148-149.

> Reading achievement in the early grades in almost all inner-city schools is both relatively and absolutely low. This project has identified four notable exceptions. Their success shows that the failure in beginning reading typical of inner-city schools is the fault not of the children or their background but of the schools. None of the successes was achieved overnight; they required from three to nine years. The factors that seem to account for the success of the four schools are strong leadership, high expectations, good atmosphere, strong emphasis on reading, additional reading personnel, use of phonics, individualization, and careful evaluation of pupil progress. On the other hand, some characteristics often thought of as important to school improvement were not essential to the success of the four schools: small class size, achievement grouping, high quality of teaching, school personnel of the same ethnic background as the pupils', preschool education, and outstanding physical facilities.[1]

A recent study of the New York City schools by the First National City Bank reached the following conclusions:

> Good education, like any other service, needs adequate funding. The appropriate question is not how much expenditures will be increased, but to which inputs monies will be directed. In a sample group of 14 Black/Puerto Rican Schools, each principal was interviewed to see if his attitudes about the roles of administrative and teaching staffs correlated in any way with the improvements in reading. A "School Quality Index" was derived,

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[1] George Weber, Inner City Children Can Be Taught To Read, Council For Basic Education. (Washington, D.C., October, 1971), p. 30.

> and seems to explain 74 percent of variation in reading score improvement in the sample.
>
> Significant improvements in reading skills were associated with a principal's belief that he had a competent professional staff in the fourth and fifth grades, respected his teachers' aides working in the classroom and used them extensively, had meaningful parent and community involvement in the school and practices, or supported, innovative administrative or teaching techniques. Relative backsliding in achievement was associated with opposite attitudes.
>
> Even if the high coefficient of correlation is discounted somewhat because of the subjectivity necessarily involved in translating attitudes (qualitative) into a numerical index (quantitative), the resulting numbers appear to be, at the least, provocative.
>
> Two elements appear to be at work in those schools that yielded the high correlations. First of all, a school which manages to involve the total environment of the child into the educational process has more resources, both tangible and intangible, available for education than a school that does not. Secondly, for a combination of these factors to be operating, the staff, the community, and the children must have respect for themselves, and the participants in the school.[1]

The principal also reviewed various improvement programs highlighted in the Phi Delta Kappa[2] pertaining to the following specific topics of relevance to the educational environment of the school:

1. Community School - "The Adaptability of School To Community", Buffalo, New York.

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[1] Rosalind Landes, Public Education in New York City. New York, November, 1969, p. 22.

[2] Berlie J. Fallon, comp. and ed., Fifty States Innovate To Improve Their Schools, Phi Delta Kappa, 1967.

2. Discipline - "An Effective Program of Student Discipline" Raymondville, Texas; "A Positive Plan for Classroom Discipline", San Antonio, Texas.
3. Attendance - "A Plan For Reducing Truancy", San Antonio, Texas.
4. Public Relations - "School-Parent Communications", Greenville, Delaware; "Kenosha Parent-Teacher Association - A Cooperative", Kenosha, Wisconsin.
5. Assembly Programs - "Programs For Learning", Abernathy, Texas.

From his review of the literature, the principal identified various essential change elements and determined to assure their inclusion in the program to improve the Clara Barton School. The leadership-style, experience, and training of the principal were found to be of prime importance by Mitchell, Sarason, and Weber.[1] Weber further identified high expectations, good atmosphere, emphasis on reading, additional personnel, use of phonics, individualization, and careful evaluation of pupil progress to be essential characteristics for the improvement of pupil achievement. The First National City Bank Study[1] identified two essential elements for school improvement: 1) the involvement of the total environment of the child, and 2) the respect of the staff, community, and children for themselves and others in the school.

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[1] Mitchell, Leadership in Public Education Study, p.14; Sarason, The Culture of the School and the Problem of Change, pp. 148-149; Weber, Inner City Children Can Be Taught To Read, p. 30.

With these elements in mind, the principal proceeded with the planning aspects of the Clara Barton School Improvement Program and conceptualized the improvement process to include five distinct stages, as outlined by Corrigan and Kauffman:[2]

1. Identify problem from needs
2. Determine solution requirements and alternatives
3. Select solution strategies and tools
4. Implement
5. Determine performance effectiveness (This may lead to necessary revision and/or return to step 1).

Representative Involvement

During the week of November 18, 1974, the principal met with the President and Vice-President of the Student

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[1] Landes, Public Education In New York City, p. 22

[2] R. E. Corrigan and R. A. Kaufman, The Steps and Tools of a System Approach to Education. Visalia, California: Operation PEP, Tulare County Department of Education, 1966.

Council, the President of the Home and School Association, and the Chairperson of the Barton Teacher's Building Committee, American Federation of Teachers, to discuss his concerns and overall plans for improvement. Responses to the improvement plans were unanimously favorable as the student, parent, and teacher representatives expressed agreement that these changes were essential. They offered their complete cooperation and assistance in the implementation of the program.

Concerns expressed by the groups during these meetings focused on pupil discipline, incidents of vandalism, pupil achievement, staff morale, dwindling parental involvement, the lack of school-community interaction, the need for positive publicity, the increasing drug problem, the rise in student absenteeism, and the needed improvements in physical plant facilities.

Needs Assessments

On December 5, 1974 the principal scheduled a conference with Mr. James Van Horn, resource counselor for Project PRIDE, the primary drug prevention program of the Association For Jewish Children.[1] The purpose of this conference was twofold: 1) to ascertain if Mr. Van Horn would have suggestions for valid questions to use in a needs assessment questionnaire, and 2) to ascertain if the Association For Jewish Children would act as a community resource in the Barton Improvement Program. Mr. Van Horn confirmed that the Association had questionnaire surveys applicable to the Barton School, however, he would need to receive approval from his supervisor, Dr. Vincent Whalen, Director of Project PRIDE.

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[1] The Association For Jewish Children is a United Fund social agency based in the Greater Philadelphia area, that functions primarily to assist needy Jewish families and to promote educational programs in the Philadelphia Public Schools.

On December 12, 1974 a conference was held with Dr. Whalen and Mr. Van Horn at which time the principal presented his concerns for the improvement of Barton School and outlined his concept of an initial needs assessment followed by the establishment of various committees to resolve the identified problem areas. Dr. Whalen was receptive to the principal's plans and volunteered to assist in the development and administration of a positive assessment mechanism to determine the present status of Barton School by identifying areas which personnel view as strengths and weaknesses. The following strategies were agreed upon: 1) to define the status of Barton School by developing and administering a survey instrument to all teachers, a number of randomly selected students, a number of randomly selected parents, all administrators, clerical and custodial staff, and 2) to collate these data and answer the question,"Where is Barton School now?" The meeting concluded with Dr. Whalen agreeing to begin work on the assessment instrument and the principal accepting responsibility for the necessary preparation within the school. During the next week, the principal met with the leadership of the student, parent, and teacher groups to notify them of the proposed involvement of the Association For Jewish Children.

On January 7, 1975, Dr. Whalen presented a draft of the Parent Survey Form[1] to the principal and parents at a Home and School Association meeting. The reasons for the survey were explained, parental reactions were noted, and the concept of the survey received the complete support of the parents in attendance. On the same day, the survey form was circulated among the members of the Faculty Building Committee[2] and negative reaction was received pertaining to items 7, 8, and 10; the teachers felt that these questions placed parents in an evaluative role of the staff. After a review of these questions, the principal agreed with the faculty position and revised the survey form to avoid the possible alienation of staff members.

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[1] Appendix A: Barton School Parent Survey - Tentative

[2] The Faculty Building Committee consists of elected representative Barton teachers who are members of the Philadelphia Federation of Teachers bargaining unit, a branch of the American Federation of Teachers.

On January 23, 1975, the principal convened the Barton Steering Committee[1] to finalize agreement on the survey form questions for each group and to establish dates for the administration of the surveys. The principal had invited school representatives from each cooperating group, to constitute the Steering Committee, and various members from the Association For Jewish Children to explain the rationale for the various questions. Input was received from these representatives as to the form and content of all surveys, final revisions were agreed upon, and various dates were established for the administration of the surveys. To further the validity of the parent survey, a screening procedure was devised so that only one questionnaire would be forwarded to each family. As an additional precautionary measure, preliminary data on the parent survey form was included that would enable multiple forms from the same family to be identified and screened from the summary findings.[2]

The principal agreed to write a cover letter[3] for the parent questionnaire, to institute the necessary roster revisions for the execution of the student surveys, and to make the necessary public address announcements stressing the importance of pupil care in returning the completed parent survey forms.

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[1] Appendix B: Improvement Program Committee Membership.

[2] Association members attending included Dr. Whalen, Mr. Van Horn, Ms. Evans (research specialist), and Dr. Lamont (City of Phila. Office of Drug and Alcohol Abuse Programs).

[3] Appendix C: Letter, Barton School, January 30, 1975.

On January 30, 1975, the parent questionnaire was sent home and the teachers were surveyed during their faculty meeting time. Students in grades 5 to 8, and the administrative group, were surveyed by the Association personnel on January 30, 1975 and January 31, 1975. The parent survey was hand-carried by students in grades 5 to 8 and the cover letter noted that the forms were to be returned no later than January 31, 1975.

Following the administration of the surveys the Association personnel agreed to tabulate the diverse findings and return to the Barton School on or about the end of February, 1975. Unfortunately, the volume of tabulation was underestimated and the results were not available for school review, despite repeated inquiries by the principal, until the middle of April, 1975.

The results of the needs assessment surveys will be detailed in the following sections.

STUDENT SURVEY

Student Survey[1]

The student survey at Barton School involved a total of 438 students, which was all the students in grades 5, 6, 7, and 8. Of particular note was the fact that 90% or 396 of the questionnaires were completed.

The survey itself was completed anonymously and requested the students to identify themselves in terms of sex, age, and grade. Students completed eight questions which were fill-in or individually initiated responses; two questions which were continuum responses; one question which was a forced response and the final question was of the rank order type. The data was retrieved and collated from the survey by developing an eleven point category of responses. These categories were developed by surveying a random sample of the responses and continuously up-dating and revising in process while analyzing the data. These categories were then utilized in the analysis of teacher, parent, and administrative surveys.

CATEGORIES:

0 - No response
1 - Colleague relationships/attitudes
2 - Style of leadership/administration
3 - Physical aspects of school
4 - Students
5 - Program/Curriculum
6 - Parental Involvement
7 - Scheduling
8 - Disciplinary system

---

[1] Appendix D: Barton School Student Survey.

9 - Materials/supplies
10 - Teachers

The following analysis of data is presented by questions or sets of questions, with a summary of pertinent categories, as indicated by student responses following each question.

Question 1: List three things you like most about Barton School.
Question 2: List three things you do not like about Barton School.

Student responses to questions 1 and 2 were significant in Categories 0,3,5,8, and 10.

Students indicated 154 No Responses for things they did not like about Barton School as compared to 83 No Responses for things they liked about Barton.

Students had more difficulty thinking of things they disliked than they liked.

In Category 3, students indicated 278 responses in reference to the physical plant, indicating a high concern for the school premises but not in an overly positive or negative direction.

Category 5 - Students entered 603 positive comments and 348 negative comments about the program/curriculum. Again students were highly concerned and notably positive about the various programs which were being offered in Barton School.

Category 8 - Students responded with 210 negative statements and 10 positive statements which indicated a highly concerned and obviously negative attitude toward the discipline system within the Barton School.

Category 10 - Total student responses of 277 positive and 269 negative provides an even split of student attitudes toward teachers. It is highly noteworthy that a breakdown by grades indicates that 4th and 5th grade students were highly positive toward teachers, 6th and 7th grade students were negative, and 8th grade students were evenly split.

Question 3: If you could keep one thing the same at Barton,
what would it be?

Question 4: If you could change one thing at Barton, what
would it be?

In Questions 3 and 4 the same patterns of responses were established as in Questions 1 and 2. The majority of responses were again represented by Catagories 3, 5, 8, and 10.

The numerous responses in Category 3 (130) indicated a continued student concern regarding the school's physical aspects.

Likewise they experienced concern about Program/Curriculum with 294 responses indicating a strong interest in this area.

Once again, student dissatisfaction regarding discipline was expressed by the responses in Category 8.

Students showed much concern about teachers, with 89 students expressing negative attitudes toward faculty and 96 students expressing positive feelings.

Question 5: If I had a choice, I would go to school at:
Barton ___ Other _____.

It was encouraging to note in response to Question 5, that students by and large prefer to attend Barton School. 71.7% of all students questioned listed Barton as the school of choice.

Question 6: What two words first come to mind when you
think of Barton School?

Respondents were almost evenly divided in both negative (38%) and positive (45%) responses. 17% of the students could not respond. Although the categories with majority responses fell along these lines (Category 1 - 109 positive, 130 negative; Category 3 - 30 positive, 55 negative; Category 5 - 97 positive, 110 negative), Category 10 was an exception. The students responded with 71 positive comments and 7 negative ones, which tends to reinforce student contentment regarding faculty.

Question 7: Drugs are used by students who attend Barton School.

In Question 7, students were asked to indicate on a continuum scale from 1 to 7 (1 = no usage to 7 = a great deal) regarding drug usage at Barton School. 69.5% of the students indicated that they felt drugs are used anywhere from "sometimes" to "a great deal".

Question 8: I feel safe going to and from Barton School.

Fifty-two percent of the respondents felt safe going to and from Barton School. Specifically, 52% of the respondents felt safe more often than not, and also leaned toward feeling safe more than "sometimes" (4 on the scale).

Question 9: What do your classmates like most about Barton School?
Question 10: What is it that your classmates do not like most about Barton School?

Questions 9 and 10 instructed the students to respond as to perceptions they have of their peers. Responses show that in Category 5 there was much positive interest among the students (196 positive, 116 negative).

In Category 8 there was an overwhelming dislike perceived among peers with the present system of discipline (3 positive, 70 negative).

Category 10 also demonstrated a negative perception regarding teachers (66 positive, 123 negative).

Question 11: What do you do after school?

Homework	291
Associate with friends	245
Household chores	168
Clubs	125
Other	68

Question 12: Following is a list of suggested future

programs for Barton School. Please number them in order of importance,. with number 1 being the most important, and number 7 the least important.

I Science Lab
II Woodshop
III Additional Materials and Supplies
IV Interior Painting
V Outdoor lighting
VI Revised Code of Discipline
VII Disruptive Pupil Class

Throughout the student survey, it became evident that students were interested and concerned in their school and its program. Unquestionably, the majority of Barton students were content with being assigned to the Barton School. Students do, however, have particular concerns about various aspects of the school.

Clearly, students were dissatisfied with the discipline system; however, they were also very much interested in issues relating to Program and Curriculum. The number of comments received in reference to Category 5 indicate that the area was one of real concern and interest.

In Table 1 a complete summary of the student responses is presented.

TABLE 1

Student Survey Responses

Questions

Categories

	1	2	3	4	6a	6b	6	9	10
0	83	154	35	23	☒	☒	142	80	60
1	29	34	10	13	109	130	239	35	27
22	38	9	21	7	5	3	8	4	1
3	110	168	62	68	300	55	85	22	25
4	87	62	11	11	36	7	43	22	10
5	603	348	164	130	57	110	167	196	120
6	0	0	0	0	1	0	1	0	0
7	10	7	5	4	0	8	8	3	4
8	10	210	6	57	1	48	49	3	70
9	67	56	34	41	3	3	6	14	4
10	277	269	96	69	71	7	78	66	123

#5
a) Barton 322
b) Other 103
c) No Response 14

#7

0	1	2	3	4	5	6	7
11	41	44	40	162	35	34	79

#11
a) 245
b) 291
c) 168
d) 125

#8

0	1	2	3	4	5	6	7
12	44	19	24	119	32	42	146

#12

Woodshop	1367	(2)
Code of Discipline	1945	(6)
Science Lab	1281	(1)
Outdoor lighting	1768	(5)
Materials/Supplies	1421	(3)
Disruptive Pupil Class.	1980	(7)
Interior Painting	1606	(4)

PARENT SURVEY

Parent Survey[1]

The Parent Survey was approved by parents at a meeting of the Home and School Association and minor changes were recommended; these were completed following a meeting of the Steering Committee previous to dissemination of the survey. The survey was handed out by teachers to be carried home by the students.

The survey also contained a cover letter written by the principal that indicated strong administrative support for the project and requested parental cooperation.[2] It was requested that the survey be completed anonymously and requested parents to indicate whether they filled it out together, the number of children they have in Barton School, and their children's grades. It also asked for their employment status. This survey was very similar to the survey for other groups with minor variations in the questions making them specific to parents.

Of the 441 surveys hand carried by the students, an overall response of 46% was received. This response by parents indicated a high interest in planning and cooperation in Barton School.

An analysis of the parent survey took the same basic form as that of students and is presented below:

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[1] Appendix E: Barton School Parent Survey

[2] Appendix C: Letter, Barton School, January 30, 1975.

Question 1: List three things you like most about Barton School.
Question 2: List three things you do not like most about Barton School.

Very large number of no responses (although more for Question 2 - parents had difficulty finding negative things) 204 surveys were received - potentially 1224 responses for Questions 1 and 2 combined - There were a total of 300 no responses or about 1/4th of the total.

Category 3 - positive (111 positive - 69 negative) 61.7% positive
Category 5 - somewhat positive (164 positive - 119 negative) 57.9% positive
Category 8 - extremely negative (15 positive - 130 negative) 89.6% negative
Category 10- extremely positive (115 positive - 47 negative) 70.9% positive

Question 3: If you could keep one thing the same at Barton School, it would be:
Question 4: If you could change one thing at Barton School, it would be:

Very large number of no responses (total 106)

Category 2 - very positive (23 positive - 3 negative) 88.8% leadership positive
Category 3 - very negative (5 positive - 21 negative) 80.7% negative
Category 5 - almost even (47 positive - 55 negative) 53.9% negative
Category 8 - strong negative (13 positive - 35 negative) 72.9% negative
Category 10- positive (36 positive - 23 negative) 61% positive

Question 5: If I had a choice, I would send my child to school at: Barton; other.

Barton 136 - overwhelmingly positive for Barton (71.2%)

Question 6: What two words first come to mind when you think of Barton School?

Very large number of no responses.

Category 1 - very positive (61 positive - 15 negative) 80.7% positive
Category 3 - almost even (31 positive - 33 negative) 51.6% negative
Category 5 - very positive (55 positive - 10 negative) 84.6% positive
Category 8 - very negative (11 positive - 25 negative) 69.4% negative
Category 10 - very positive (12 positive - 2 negative) 85.7% positive

Question 7: Drugs are used by students who attend Barton School.

Parents felt that drugs are being used. (Including "4"(sometimes) 93 lean toward drug usage with 65 opposed ("1 - 3"); 38 no responses were totalled which indicates this is an area in which parents are reticent to respond

Question 8: Children are safe going to and from Barton School

Parents felt that children tend not to be safe - 115 ("1 to 4") 77 ("5 to 7") only 5 no responses

Question 9: What does your child do after school?

Homework	160
Associate with friends	150
Household duties	111
Clubs	45
Other	36

Question 10: What does your child like most about Barton School?
Question 11: What is it that your child does not like about Barton School?

Large number of no responses (78)

Category 3 - negative (18 positive - 28 negative) 60.8% negative
Category 5 - positive (67 positive - 39 negative) 63.2% positive
Category 8 - very negative (3 positive - 37 negative) 92.5% negative
Category 10- very positive (56 positive - 17 negative) 76.7% positive

Question 12: Following is a list of suggested future programs for Barton School. Number them in order of importance, with number 1 being most important and number 7 least important.

I Revised Code of Discipline
II Additional Materials/Supplies
III Disruptive Pupil Class
IV Science Lab
V Woodshop
VI Interior Painting
VII Outdoor lighting

In summarizing the Parent Survey, it is evident that parents were overwhelmingly pleased with sending their children to Barton School. Further, parents were very positive about the faculty, staff, and the program/curriculum at the Barton School. The parents were clearly dissatisfied with the discipline system.

In Table 2 a complete summary of the parent responses is presented.

TABLE 2

Parent Survey Responses

Questions

Categories

	1	2	3	4	6a	6b	6	10	11
0	113	187	62	44	X	X	139	34	44
1	8	5	7	1	61	15	76	0	0
2	25	10	23	3	2	1	3	7	2
3	111	69	5	21	31	33	64	18	28
4	6	7	2	4	9	1	10	15	8
5	164	119	47	55	55	10	65	67	39
6	7	12	4	5	1	0	1	0	0
7	3	5	1	1	0	0	0	0	0
8	15	130	13	35	11	25	36	3	37
9	10	12	3	5	0	1	1	4	9
10	115	47	36	23	12	2	14	56	17

#5
- a) Barton 136
- b) Other 55
- c) No Response 6

#7

0	1	2	3	4	5	6	7
38	36	16	14	55	19	6	13

#9
- a) 160
- b) 150
- c) 111
- d) 45
- e) 36

#8

0	1	2	3	4	5	6	7
5	5	4	10	96	19	20	38

#12

Woodshop	755	(5)
Code of Discipline ...	531	(1)
Science Lab	659	(4)
Outdoor lighting	1014	(7)
Materials/Supplies ...	613	(2)
Disruptive Pupil Class.	622	(3)
Interior Painting	935	(6)

TEACHER SURVEY

Teacher Survey[1]

The Teacher Survey, which was reviewed and approved by the Steering Committee, was administered at two simultaneous faculty meetings. All teachers were surveyed. Those individuals who were not in attendance at the faculty meeting were surveyed individually. A total of 41 teacher surveys were received. Following is an analysis of the survey by questions:

Question 1: List three things that you like about Barton School.
Question 2: List three things that you do/not like most about Barton School.

Category 1 - largest area of concern - 28 positive - 15 negative (65.1% positive)
Category 2 - 30 positive - 7 negative (81% positive)
Category 5 - 11 positive- 23 negative (66% negative)
Category 8 - 0 positive - 39 negative (100% negative)

Question 3: If you could keep one thing the same at Barton School, it would be:
Question 4: If you could change one thing at Barton School, it would be:

Approximately 11% no responses - more difficult thinking of things to keep than things to change.

Category 1 - 8 positive - 3 negative (72.7% positive)
Category 2 - 15 positive - 2 negative (88% positive)
Category 5 - 9 positive - 18 negative (66% negative)
Category 8 - 0 positive - 12 negative (100% negative)

Question 5: If I had a choice, I would teach at Barton, or Other

Barton 28 No Response 5 68.3% Barton
Other 8

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[1] Appendix F: Barton School Teacher Survey

Question 6: What two words first come to mind when you think of Barton School?

Approximately 9% no response

Category 1 - 17 positive - 12 negative (58.6% positive)
Category 4 - 6 positive - 4 negative (60% positive)
Category 5 - 10 positive - 2 negative (83% positive)
Category 8 - 1 positive - 9 negative (90% negative)

Question 7: Drugs are used by students who attend Barton School

Including response "4" (sometimes), 5, 6, 7 = 31 out of 41 (2 of total - no response)

Question 8: Do you feel you are growing professionally at the present time?

26 out of 39 (plus 2 no response) responded by saying more often than sometimes, they were experiencing professional growth

Question 9: What do your co-workers like most about Barton School?
Question 10: What is it that your co-workers do not like most about Barton School?

13 no responses out of 81

Category 1 - 11 positive - 2 negative (84.6% positive)
Category 2 - 14 positive - 4 negative (77.7% positive)
Category 8 - 0 positive - 22 negative (100% negative)

Question 11: Following is a list of suggested future programs for Barton School. Please number them in order of importance, with number 1 being the most important and number 7 least important.

I Revised Code of Discipline
II Disruptive Pupil Class
III Additional Materials/Supplies
IV Science Lab
V Woodshop
VI Interior Painting
VII Outdoor Lighting

The Teacher Survey can be summarized by the following:

The majority of teachers are satisfied in teaching at Barton School. They are positive in their own feelings relating to their peers. Teachers were also very positive about the administration or style of leadership in the school.

Strikingly, teachers were highly negative about the discipline system, negative to the point that in three questions 100% of the responses relating to discipline were disapproving. (A fourth question had a 90% negative rate relating to discipline.) Teachers also indicated a 66% negative response to the present program/curriculum.

In Table 3 a complete summary of the teacher responses is presented.

TABLE 3

Teacher Survey Responses

Questions

Categories

	1	2	3	4	6a	6b	6	9	10
0	1	1	7	2	☒	☒	7	8	5
1	28	15	8	3	17	12	29	11	2
2	30	7	15	2	2	1	3	14	4
3	13	11	0	4	2	3	5	1	1
4	17	5	3	1	6	4	10	1	4
5	11	23	9	18	10	2	12	2	5
6	3	7	0	1	0	2	2	0	1
7	7	1	3	0	0	1	1	6	2
8	0	39	0	12	0	11	11	0	22
9	0	5	0	2	0	1	1	0	0
10	☒	☒	☒	☒	☒	☒	☒	☒	☒

#5

a) Barton 28
b) Other 8
c) No response 5

#7

0	1	2	3	4	5	6	7
2	2	4	2	18	5	4	4

11

Woodshop	161	(5)
Code of Discipline	83	(1)
Science Lab	157	(4)
Outdoor Lighting	220	(7)
Materials/Supplies	107	(3)
Disruptive Pupil Class.	101	(2)
Interior Painting	186	(6)

#8

0	1	2	3	4	5	6	7
2	10	6	10	10	1	2	0

ADMINISTRATION SURVEY

Administration Survey[1]

The Administration Survey was approved by the principal and presented to the Steering Committee. Following recommended minor changes, the survey was administered on an individual basis to those members of the Barton School Administrative Staff. The Staff included the principal, non-teaching assistant, guidance counselor, nurse, two secretaries, dietician, bus matron, custodian, and custodial aide.

Six of the ten surveys obtained were detailed in the report. The remaining four were deleted because they were not completed. Because of the limited number, I shall not detail question by question responses, but will highlight the various areas of concern.

Analysis of the remaining surveys will take the same basic form as the previous sections and is presented below:

The Administration leans very heavily regarding a positive attitude toward the school with a total of 16 positive responses as opposed to only four negative responses. They were also quite positive about students, again with six positive responses and only one negative response. Another positive area is in the realm of style of leadership. There were eight positive responses as opposed to 0 negative responses.

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[1] Appendix G: Barton School Administration Survey.

The negative areas of concern fell in the areas of programming and discipline. Three positive responses were received regarding programming with nine negative responses. There were 0 positive responses as opposed to eight negative responses in the area of discipline.

It is of interest to note that five out of the six respondents would choose, in question 5, to remain at Barton School with only one respondent choosing another school.

Feelings regarding drug usage were split evenly between usage and non-usage, with two indicating no usage and two indicating some usage (question 7), with two not responding.

The respondents believe that the children are relatively safe going to and from school (question 8) with three responses indicating this with only one feeling the children are not safe, with two not responding.

When presented with a list of proposed programming (question 11), the choices, in order, were:

I Disruptive Pupil Class
II Revised Code of Discipline
III Science Lab
IV Interior Painting
V Woodshop
VI Additional Materials and Supplies
VII Outdoor Lighting

In summary, the administration presented a very positive view toward students and the school. Negative feelings emerged in the areas of discipline and programming. The remaining categories went either untouched or with only a smattering of responses through the remaining five categories.

In Table 4 a complete summary of the administration responses is presented.

TABLE 4

Administration Survey Responses

Questions

Categories

	1	2	3	4	6a	6b	6	9	10
0	2	0	0	0	☒	☒	1	0	3
1	6	2	1	1	5	0	5	4	1
2	5	0	3	0	0	0	0	0	0
3	1	2	0	0	0	1	1	0	0
4	4	0	1	0	1	1	2	0	0
5	0	6	1	2	2	0	2	0	1
6	0	1	0	1	0	0	0	0	0
7	0	0	0	0	0	0	0	0	1
8	0	5	0	2	0	1	1	0	0
9	0	0	0	0	0	0	0	0	0
10	0	2	0	0	0	0	0	0	0

#5

a) Barton 5

b) Other 1

c) no response 0

#7

0	1	2	3	4	5	6	7
2	1	1	0	0	2	0	0

#11

Woodshop	25	(5)
Code of Discipline	21	(2)
Science Lab	23	(3)
Outdoor Lighting	32	(7)
Materials/Supplies	27	(6)
Disruptive Pupil Class.	16	(1)
Interior Painting	24	(4)

#8

0	1	2	3	4	5	6	7
2	0	1	0	1	1	1	0

Summary

An analysis of the results as shown in Table 5 reveals that throughout the survey, the major area of concern among all groups was that of discipline. Groups showed virtually no satisfaction with the system of discipline, giving more responses (with the vast majority being negative) to this category than any other. Teachers demonstrated their highly negative attitude toward the present system of discipline by responding 100% in the negative to three questions with a 90% negative response to a fourth. Parents were also very dissatisfied with discipline at Barton School as are students and administration. In the area of programming, there was demonstrated a definite desire for two particular ways of handling discipline; namely, a disruptive pupil class and a revised code of discipline.

Students expressed a strong desire for a new science lab, a woodshop, and concern in the areas of peer relationships and the curriculum.

Because of the responses of both students and parents, it was evident that students either have a lack of after-school clubs and programming in the Feltonville Community, or at least are not availing themselves of present opportunities.

Parents, teachers, and students responded with concern that drug usage is a problem at Barton School.

TABLE 5

Summary of Needs Assessments For All Groups

Q	C	STUDENTS	TEACHERS	PARENTS	ADMIN.
	1		65.1% p		60% p
1	2		81.1% p		100% p
	3	60.4% n		61.7% p	
&	5	63.4% p	66.6% n	57.9% p	100% n
	8	95.4% n	100% n	89.6% n	100% n
2	10	50.7% p		70.9% p	
3	1		72.7% p		
	2		88.2% p	88.5% p	
&	3	52.3% n		80.7% n	
	5	55.8% p	66.6% n	53.9% n	
4	8	90.5% n	100%n	72.9% n	
	10	51.9% p		61.1% p	
5		71.7% Barton	68.3% Barton	71.2% Barton	83.3% Barton
6	1	54% n	58.6% p	80.3% p	100% p
	3	64.7% n		51.6% n	
	4		60% p		
	5	53.1% n	83% p	84.6% p	
	8		90% n	69.4% n	
	10	91% p		85.7% p	
7		69.5% sometime or more	75.6% sometime or more	58.4% sometime or more	
9	1		84.6% p		80% p
	2		77.7% p		
&	3			10 60.8% n	
10	5	62.8% p		& 63.2% p	
	8	95.9% n	100% n	11 92.5% n	
	10	65.1% n		76.7% p	

Abbreviations used include Q, question; C, category; n, negative; and p, positive. The data in Table 5 indicates the categories which have the highest number of responses for each group in the population. (Percentages indicated are based on the total responses within that category and question).

Another area highlighted in the surveys is that of cooperation. There were very positive feelings expressed by each surveyed group for the other. Teachers were highly positive in their response toward the administration and style of leadership. The administration was very positive toward the faculty. Parents were highly satisfied with the faculty also, and all the above groups were very positive toward the students.

In summary, the results revealed to the principal, from the high level of cooperation and participation in this needs assessment, that all participating groups were both willing and anxious to work towards the betterment of Barton School.

SOLVING THE PROBLEM

Program Design

Following an in-depth study of the needs assessment findings, the principal designed a comprehensive approach to the resolution of the identified problems. Strategies contemplated involved:

1) the use of representative student, parent, and staff committees to assume responsibility for the design and implementation of improvement measures in the areas of student behavior, pupil attendance, student peer relationships, use of school-community resources, public relations, and school spirit;
2) individualizing curriculum for upper-grade students in need of assistance in reading;
3) instituting a school to parent communications program;
4) offering a drug prevention program for upper-grade students;
5) individualizing curriculum for maladjusted primary-grade children to effect behavioral change; and
6) negotiations with Central Headquarters for identified physical facilities improvements.

It was the overall objective of the principal to institute processes that cause others to face and resolve problems that affect them and to bring personnel, time, space, students, and other resources together in ways designed to achieve the specified objectives.

In designing specific objectives for the Barton Improvement Program the principal referred to Knezevich's Guidebook[1] in which he classifies objectives in terms of time-frame (long and short-range), focus (product or process) or target (instruction or administration). The principal attempted to design objectives that would include the widest possible personnel involvement and tend to stretch them, but would not be too idealistic.

Following are the objectives, planned activities, and evaluative criteria which constitute the design of the Clara Barton School Improvement Program.

Objectives

1. To implement corrective strategies in all problem areas, identified in the needs assessment surveys, by January 1, 1976.
2. To revise and publish to all parents and students a new Student Code of Behavior, on or before November 30, 1975. It is anticipated that a clearly defined student code of behavior will reduce the

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[1] Stephen J. Knezevich, Management by Objectives, 1973.

number of suspensions prior to its implementation due to the publicity given to the topic and the involvement of representative groups. With the implementation of the code a 10% reduction in the number of student suspensions is anticipated.

3. To realize a 2% increase in the percentage of pupil attendance by comparing the average daily attendance percentage totals from May 1, 1974 to January 1, 1975 and May 1, 1975 to January 1, 1976.
4. To increase parent and pupil awareness of school regulations pertaining to overall operational procedures. A school handbook will be written and distributed to parents and students prior to September 30, 1975. Principal newsletters will also be sent home periodically to increase home-school communication.
5. To publicize to parents and community, at least on a monthly basis, the curricular programs and student activities of merit at the Barton School.
6. To institute, by January 1, 1976, a minimum of ten after-school activities to improve peer relationships and to promote the use of school-community resources. An analysis of the number of activities and personnel participation should reflect an increase of 20% when compared to 1974 totals.

7. To effect a drug prevention program for upper-grade students in Fall, 1975 to present some negative aspects of drug abuse and some positive aspects of pride in oneself (self-image). It is anticipated that a behavioral change in these students will be reflected by an improved self-image, a better understanding of peer pressure, and an increased facility in group discussions, as evidenced by better group sharing and communication.
8. To promote school activities, at least on a monthly basis, that will tend to improve school spirit. It is projected that by implementing a minimum of seven major projects an increase in student, parent, and teacher participation will result and, therefore, tend to increase school spirit and allegiance to the betterment of Barton School.
9. To offer, beginning in September 1975, an individualized primary-grade curricular program for children who have indicated a maladjustment to school, in order to effect a change in their behavior. It is anticipated that a positive change in the student's perception of his attitude toward school activities should be realized

within three months. It is expected that the teacher and parents will also realize student changes in behavior, maturity, motivation-interest, and in basic skills development after a three-month period of time.

10. To establish, in September 1975, specialized basic skills remedial instruction for upper grade students who have achieved in the 16th percentile of the California Achievement Composite Test. It is anticipated that sixteen to twenty low achievers will receive remedial instruction every ten weeks, therefore, approximately eighty students will be serviced during this school-year. The principal anticipates improvement of a minimum of six months in the functioning reading level of each student during this remediation period of ten weeks.

Activities

1. The Steering Committee would be established by the principal to oversee the implementation procedures necessary to resolve the problems identified in the needs assessments. This committee would consist of the President and Vice-President of the Student Council, the President of the Home and School Association, the Chairperson of the Teacher

Building Committee and the Principal. The Steering Committee would meet weekly to establish ad hoc committees and to review for implementation the recommendations of said committees. The principal would act as the "orchestrator" to assure that all aspects of the improvement program were coordinated.

2. The Discipline Committee, consisting of representatives of students, parents, teachers, and administration, would revise the present student code of behavior and meet weekly to determine recommendations pertaining to student management for presentation to the Steering Committee.
3. The Pupil Attendance Team, composed of the principal, student representatives, teacher representatives, parents, the District Home and School Visitor, counselor, and nurse, would meet monthly under the chairmanship of the principal to design and implement corrective strategies pertaining to the improvement of the Barton School pupil average daily attendance percentage.
4. The Public Relations Committee, a representative committee, would be established to meet in May, June, and September to publish a school handbook for parent and pupil use. Principal newsletters

would also be sent home on a monthly basis to increase school-home communications.

5. A subcommittee of the Public Relations Committee would act to publicize school activities in the local newspapapers, Home and School Association Newsletters, and within the school.
6. The Community Involvement Committee, another representative committee, would be established to arrange after-school activities to improve peer relationships and to promote better use of school-community resources.
7. A request would be initiated by the principal to involve the Association for Jewish Children Drug Prevention Team in a drug prevention leadership role at the Barton School. If counselors from the Association would not be available, the principal would personally conduct a series of seminars for upper-grade students.
8. Parents, in consultation with the principal, would sponsor activities, such as school beautification projects, tee shirt sales, and offer prizes for various school projects and contests in an effort to improve school spirit. Students would actively participate in contests, committee work, improvement essays, and suggestion box techniques. All of these participatory involvement activities

would be sponsored by the Public Relations Committee and coordinated by the principal to assure calendar and rostering accommodations.

9. A primary-grade alternative program would be established for twenty second to fourth grade pupils. Some techniques of behavior modification and the philosophy of the affective education domain would be implemented in an attempt to reestablish positive attitudes toward school. The principal would establish the class, select personnel, and organize the strategies of operation with the classroom teacher.
10. Special rostering provisions would be made to provide remedial instruction by the Barton reading teacher, volunteers, and the upper grade teacher of developmental reading. The selection of student participants would be made by the principal from the results of the 1975 California Achievement Tests.

Evaluation

1. A monthly analysis would be made by the Steering Committee of all problems identified in the needs assessment surveys to assure that corrective measures have taken place by January 1, 1976.

2. The new Student Code of Behavior would be published by November 30, 1975. A monthly summary of pupil suspensions from April, 1974 to November, 1974 would be compared with the totals from April, 1975 to November, 1975 to determine the effect of publicity and involvement in reducing suspensions. Total suspensions from a randomly selected month, December, 1975, will be compared to December, 1974, to measure the degree of progress toward a 10% reduction caused by the implementation of the code.
3. To substantiate the realization of the pupil attendance objective, a monthly statistical review would be presented in the final report, indicating the average percentage of attendance for kindergarten, primary, intermediate, and the upper-grades for each month from May, 1974 to January, 1975 and May, 1975 to January, 1976. This data would clearly indicate the progress toward, or attainment of the 2% increase in the average daily pupil attendance percentage.
4. To increase parent and student awareness of school regulations and activities, a school handbook would be published, prior to September 30, 1975, and a number of principal newsletters will include

additional notices. A questionnaire will later survey parent reaction to the handbook and principal newsletters.

5. A display of publicity releases will be included in the final report to substantiate a bi-monthly publication to parents and community of curricular programs and student activities of merit at the Barton School.
6. A survey form would be administered to a randomly selected sample of students to determine their evaluation of the after-school program and their perception of the extent of improvement in peer relationships. It is anticipated that a majority of students will view their participation as enjoyable, become better group members, meet new friends, and hope to continue these friendships when the activities are terminated for this year. A chart will be presented in the final report indicating a comparison of the numbers of students and activities for after-school programs in 1974-1975 and 1975-1976. An increase of 20% in both categories is anticipated. In addition, the principal will present a narrative summary of the after-school programs and their importance in the achievement of the stated objective.

7. To determine progress from the drug prevention program, a self-evaluative pre-post questionnaire would be administered to measure the student's perception of his behavior change. The principal will summarize these findings in the final report. Weekly observational summaries will also be prepared by the drug counselor to indicate group progress.

8. To substantiate the promotion of a minimum of seven school activities that tend to promote school spirit, the principal will provide a quantitative assessment of each major activity, including the personnel involvement and time/monetary costs. From his observational viewpoint, the principal will report the situation that existed prior to the implementation of these activities and the improvements that resulted from them.

9. To determine the degree of change in the maladjusted students selected for the Primary Alternative Program, a variety of evaluative schema will be implemented. Students will be surveyed every three months to determine if the perception of their attitude toward school activities has changed. The teacher will complete a Student Progress Report every three months to evaluate student changes in

classroom behavior, social maturity, motivation-interest, and an academic evaluation in reading, written expression, and mathematics. The principal will tabulate and interpret the Student Progress Report in the final report. As a final evaluative component, the teacher will provide the principal with additional observational schema, such as periodic teacher narrative comments on student progress and parent letters pertaining to their evaluation of the program.

10. To measure the degree of success in reaching an improvement of a minimum of six months growth in the functioning reading level of each student during the ten-week period, phonics and informal reading inventories will be administered on a pre-post basis. Growth will be measured in reading comprehension, vocabulary, word recognition, inferential ability, and phonics skills.

Assessment Reports

To report the needs assessment findings to each representative group, the principal arranged meetings for the Home and School Association on April 29, 1975, the staff on May 13, 1975, and the Student Council on May 22, 1975. These meetings consisted of a question-by-question review of the assessment results by the representative from the

Association For Jewish Children and the principal. Questions were answered as each finding was reviewed and the meetings ended with the notification that the Steering Committee would meet shortly to consider solutions for the listed problem areas. The groups were requested to contact their Steering Committee representatives if they would have suggestions for improvement or any additional concerns pertaining to the assessment findings.

Strategy Development

On April 23, 1975 and April 30, 1975, the Steering Committee was convened for the two-fold purpose of reviewing the findings of the needs assessments and to consider strategies to meet these needs. Parents suggested that Barton establish closer contacts with the local recreation center, establish after-school programs, use more parents for supervision and tutorial purposes, and use "suggestion box" techniques. Teachers were primarily concerned with the establishment of alternative programs for the "exceptional" child and the consistent enforcement of school regulations by all teachers. The students chimed-in to agree with most suggestions. After all group representatives expressed their concerns, the principal recommended that since there were so many diverse aspects that needed resolution, perhaps committees could be established to develop solutions. It was agreed by all representatives that three committees should be convened to develop and implement corrective strategies in the areas of discipline, public relations, and community involvement. Each representative of the Steering Committee was requested to solicit two to three volunteers from his group to constitute each committee and to submit these names to the principal within one week. The principal announced that he would plan strategies in the areas of alternative programs, physical facilities, and student absenteeism, to determine what could be done to improve these aspects of the Barton School program.

The Steering Committee was convened in the principal's office, on May 7, 1975, to finalize committee membership, to discuss overall committee goals, and to follow-up in the areas not related to the proposed committees. The names of possible committee volunteers were reviewed and revealed that five teachers were interested in serving on the Discipline Committee. While the committee pondered who should be selected, the principal revealed that he was going to establish an Attendance Team to improve pupil attendance, and perhaps several of these extra teacher volunteers would consider working in this area. The teacher representative agreed to question these teachers for possible committee reassignment.

In determining overall goals for the three committees the Steering Committee agreed that the primary purpose of the Discipline Committee should be to establish a Disruptive Pupil Detention Class and to rewrite the Pupil Code of Behavior. Suggestions for the goals of the Public Relations Committee included instituting a planned program for positive publicity and increasing school spirit. The goals determined for the Community Involvement Committee included the need to increase school-community communication, to plan after-school activities, and to promote the solicitation of parent volunteers.

The principal then detailed his plans for the unresolved problem areas identified in the needs assessment survey and not within the scope of the aforementioned committees. The problem of pupil absenteeism was discussed as a possible contributor to vandalism, low pupil academic performance, and disruptive behavior. The principal explained that the Attendance Team would be constituted with representatives of the various groups and three specialists, the nurse, counselor and the District Home and School Visitor. In essence, the Attendance Team would be responsible for developing and implementing strategies to improve pupil attendance.

To offer alternatives to students who need them, the principal discussed two strategies that he planned to implement in September, 1975. First, he would request, from the Central Office of Alternative Programs, that the Barton School be allocated an additional teacher to establish a primary-grade alternative program for students indicating maladjustment tendencies. Individualization of curriculum, techniques of behavior modification, the use of audio-visual materials, teacher selection procedures, and a possible team-teaching approach were briefly discussed.

In addition, the principal revealed that he would schedule remedial classes with several reading teachers to afford upper-grade students an individualized setting in an effort to overcome specific reading deficiencies.

To promote a behavioral change in upper-grade students, the principal announced that he would implement a drug prevention program in the Fall, 1975, to present some negative aspects of drug abuse and to stress pride in oneself. A request for assistance would be forwarded to the Association For Jewish Children, who had previously worked in the Barton School.

The principal also informed the Steering Committee that he would contact Central Headquarters in an effort to schedule improvements in physical facilities, as indicated in the needs assessment survey. He further revealed that contacts had already been made for the interior painting of the school building.

On May 8, 1975, the assignment of personnel to the various committees was finalized and the Steering Committee met thefollowing week with the three committees to assure the carry-over of basic goals and to discuss additional strategies.[1] The principal also met with the Attendance Team to initiate the committee's activities.

Observers

The following persons agreed to serve as observers of the practicum and to answer questions from Nova bearing on accountability, usefulness of the effort, and observable results:

1. Dr. Thomas K. Minter
   Superintendent
   Wilmington School District
   Wilmington, Delaware
   302 - 429 - 7101

Dr. Minter was previously Superintendent of District 7, School District of Philadelphia. Within the Philadelphia system he has served as Director, Pennsylvania Advancement School, member of the Task Force to Improve High Schools, and member of the Search Committee for a Superintendent of Schools. He has been an instructor of choral and instrumental music at Maryland State Teachers College and in the public schools in East Harlem. He has served as consultant to the Office of Education Liaison in New York and an Administrative Assistant to the Director of Field Services at Harvard University. He earned his B.S. and M.A. degrees in the School of Education, New York University, his S.M.M. degree at Union Theological Seminary, and his Ed. D. degree at Harvard University.

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[1] Appendix B: Barton Improvement Program Committee Membership, May 14, 1975.

2. Dr. Martin K. Ferrier
Director, Professional Personnel
School District of Philadelphia
Parkway at 21st St.
Philadelphia, Pa. 19103
215 - 299 - 7877

Dr. Ferrier earned his B.S. degree from Temple University and his M.A. and Ed. D. degrees from the University of Pennsylvania. He was a teacher in elementary, junior and senior high schools before becoming an elementary and secondary school principal. He has served at the central office level in Philadelphia as Assistant Director in the Division of Examinations, as a member of the contract negotiating team, and currently as Director of Professional Personnel. Dr. Ferrier has also taught courses in educational administration, supervision, school law, and research in the graduate schools of St. Joseph's College, Temple University, and the University of Pennsylvania, as well as being a resource person for several school districts.

3. Mr. Daniel Mc Ginley
President
Philadelphia Association of School Administrators
Franklin Motor Inn
Suite 179-180
Parkway at 22nd St.
Philadelphia, Pa. 19103
215 - 567 - 4455

Mr. Mc Ginley earned his B.A. degree at La Salle College and his M.S. degree from Temple University. He has been a teacher and supervisor in the School District of Philadelphia before becoming an elementary school principal. In addition to his Presidency of the Philadelphia Association ofSchool Administrators he is currently President of the Pennsylvania Congress of School Administrators and was a past President of the Philadelphia Principal's Association. He has been Chairman of the Large Cities Section, and is currently a member of the National Advisory Committee on Publications, for the National Association of Elementary School Principals. He is a member of the First Pennsylvania Executive Academy and a faculty member of the National Institute For Secondary School Principals. He currently serves on Pennsylvania State Secretary of Education Pittenger's Elementary Principals Liaison Committees in science and safety. He has made presentations at National Association of Secondary School Principal Institutes, and at conventions of the National Association of Secondary School Principals, National Association of Elementary School Principals, and the American Association of School Administrators. He has contributed articles in educational journals and has been a consultant to many state and national organizations.

STRATEGIES IN ACTION

In the following sections the principal will indicate, in relationship to each objective, the strategies that were developed, the multitude of activities that resulted, and the changes that were effected during the implementation phase of the Clara Barton School Improvement Program.

Objective 1 - Overall and Physical Plant

In the initial planning of this practicum the Steering Committee would oversee all aspects of the program. After the joint committee meetings of May 14, 1975, the principal found it was not necessary to continue the meetings of the Steering Committee because all members had become active participants with the other committees, all other committees began to function independently, and the principal could more-effectively assume the role of overseer to assure the successful completion of the practicum's objectives. During the week of May 19, 1975, therefore, the principal began a weekly process evaluation to assure the successful implementation of strategies for each objective.

During the week of May 19, 1975, the principal contacted the Planning Office of the School Facilities Division, School District of Philadelphia, to begin discussion of the priorities for school improvements, as requested in the need assessment surveys. After several conferences with the

Director and District Supervisor, re-allocations were made that assured the scheduling of the requested renovations within a reasonable period of time. The exact time schedule is detailed in the evaluation section of this report.

Objective 2 - Discipline.

The Discipline Committee and Steering Committee met on May 14, 1975 and discussed the two particular ways to resolve the discipline problem, that were suggested in the needs assessments; namely, a disruptive pupil class and a revised pupil code of discipline. The principal informed the committees that three requests for the establishment of a disruptive pupil class had emanated from his office within the past year. All requests were denied, the most recent within the past two weeks, therefore, he suggested that the committee initially work on a revision of the pupil code of discipline. It was agreed that the overall responsibilities of the committee would be to revise the code to assure that: 1) the punishments would be enforceable, 2) that punishments would be related to specific behaviors, and 3) to communicate the revised code to all representative groups.

To begin the discussion, a question was asked, "What is wrong with the present discipline system?" Brainstorming techniques were utilized and elicited responses as follows:

1. punishments are not carried out

2. the lack of consistent policies
3. the lack of teacher to parent communication when a child is having difficulty
4. the lack of adequate supervision in the hallways
5. the lack of knowledge by parents of rules and regulations, and
6. the lack of respect shown among all groups toward each other.

The meeting concluded with a discussion of some of the good points of the present discipline system; namely, the use of the public address system to communicate problem areas and congratulate students for good work, and the use of point systems by various Barton teachers.

On May 21, 1975, the Discipline Committee met to discuss strategies to improve pupil discipline procedures and seven major topics were developed as follows:

1. Constructive Punishment

Parents expressed the view that too much school time is lost with suspensions and suggested that other alternatives should be considered. It was agreed that all positive measures should be taken before a student would be recommended for suspension.

2. Teacher Responsibilities

Students expressed concern that some discipline problems arose because some teachers were not supervising as they should. The committee discussed good supervisory practices such as meeting the class at the class door, observing in the hallways at the end of each period, and using moderation when allowing class parties.

3. Floor Supervisors

A teacher suggested that four stations be established for the supervision of the third floor hallway. He requested that the Board of Education provide these supervisory personnel. The principal explained that requests for additional non-teaching assistants and security officers were being denied at Central Headquarters, therefore, some internal solutions would be necessary. The possibilities of using parent and student volunteers was discussed and discarded as the committee agreed that more problems could result from this involvement. It was decided, therefore, that each teacher would monitor his area of the hallway and the principal would send the administrative assistant and the non-teaching assistant periodically to supervise the bathroom areas on the third floor.

4. Student Hall Passes

Various committee members expressed concern that the present hall pass procedures were not functioning properly because some teachers were not using the passes and were too liberal in permitting students to leave their classrooms. The committee agreed that the principal should remind teachers of the necessity for the hall pass to assure their use. The teacher representative also agreed to discuss this topic with the teachers at their next union meeting.

5. Enforcement of Smoking Regulations

The parent members of the committee expressed concerns that some students smoke immediately upon leaving the school building and that incidents of smoking have occurred in the lavatory areas of the school building. The principal explained that the present school policy prohibits smoking on school premises, including the immediate sidewalk and schoolyard. All committee members agreed that the dangers to personal health and the physical safety of all children should be paramount in our deliberations. It was agreed, therefore, that all school-parent personnel should immediately report incidents of this nature, as their neglect to do so in the past is a partial cause of the present problem.

6. Merit-Demerit System

The possibility of establishing a school merit-demerit point system was suggested as an overall strategy to improve pupil behavior. After much discussion pertaining to the problems involved in the assignment of weights for specific acts and implementation technicalities, the topic was tabled as a future project for this committee's consideration.

7. Discipline Referral

To develop uniformity among teachers, it was agreed that a major topic of discussion for the committee would be the listing of specific acts that should and should not be reported on the discipline referral slip.[1] It was decided that this topic would be the major concern of the committee for ensuing meetings.

On May 28, 1975, the Discipline Committee assembled for the express purpose of listing acceptable and non-acceptable behaviors that could be included in a code of behavior. The committee agreed it would be easier to itemize the non-acceptable types, therefore, the following was developed. It includes the identified behaviors and the usual level of referral indicated by an (A) for administrative and (C) for classroom management resolution:

1. obusive disrespect to teachers (A)
2. obscene language (C)
3. smoking (A)
4. destruction of school property (A)
5. destruction of personal property (C)
6. stealing (C)
7. blackmail (C)
8. truancy (C)
9. cutting classes (A)
10. exit and entrance procedures (A)
11. trespassing (A)
12. disrespect to safeties (A)
13. lunchroom, yard, lavatory misbehavior (A)
14. fighting and assault (A)

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[1] Appendix H: Discipline Case Report, EH-20 (Phila.).

15. shooting and throwing foreign objects (C)
16. threatening a teacher (A)
17. threatening a student (A)
18. calling out in class (C)
19. lateness to school (A)
20. chronic unpreparedness (C)
21. extortion (A)
22. refusal to follow school personnel directions (C)
23. running in the halls (C)
24. disturbing other classes (A)
25. misuse of fire equipment (A)
26. carrying weapons (A)

Before the adjournment of this meeting, one of the student committee members suggested the committee establish a student court so that students could discipline themselves. It was agreed that this topic had tremendous possibilities and should be considered at some future time, after the code of behavior was completed.

The next session for the Discipline Committee was held on June 4, 1975 and five major areas of concern were discussed, as follows:

1. Definition of a Weapon

   After considerable discussion, the committee agreed that a weapon would include a knife, gun, or an instrument reasonably thought to be used as a weapon. Not to be included in this definition would be normal school equipment such as pencils, compasses, and like items.

2. Exit and Entrance Procedures

   It was decided that the person on duty at a problem area would be responsible for notification of the incident to either the homeroom teacher or the administration.

3. Trespass Problems

The teacher members of the committee voiced concern about high school visitors causing disruptive actions in the school. The principal pointed out that many times these visitors are welcomed to the building by their former teachers, therefore, a consistent policy should be adhered to by all Barton personnel. The committee then determined that the following procedures would be strictly followed:

a. Upon entering the school building, all visitors would be required to report to the office where they would receive a pass to visit or be told to return at a specified time.

b. Any visitor in the halls would be questioned to determine if they had visited the office and received a pass.

c. Unauthorized visitors would be told to go to the office or leave the school building. The office would be notified immediately if this situation occurs.

d. Authorized visitors would be instructed to visibly display their pass in the building.

4. Enforcement of the Code of Behavior

A general discussion ensued about a teacher's concern for the consistent enforcement of the new school code. It was agreed that since the revision process involved all groups, that the new code would tend to be more consistently enforced and enforceable.

5. The Role of the Substitute Teacher

The committee decided that some of the regulations of Barton School should be summarized for substitute teachers to prevent possible discipline problems. The principal volunteered to write a concise informational sheet for substitute teacher use.[1]

The next six meetings of the Discipline Committee, beginning June 18, 1975 and ending October 21, 1975, were devoted to the specific writing of the Barton Pupil Code of Behavior. It would be repetitious for the principal to detail each section of the code and the negotiation process that determined the final product. It is important to stress, however, that an on-going process evaluation took place during the evolutionary process of code development. For example, on September 17, 1975, the principal expressed concern that the evolving code was geared specifically to the Barton staff. It did not include positive pupil behaviors that students could strive for, nor did it include city-wide directives that would tend to give more support to the committee's efforts. The committee agreed that these aspects would benefit the overall improvement of pupil discipline. The principal, therefore, submitted to the committee, on September 24, 1975, a listing of some basic behaviors that students could read and attempt to emulate, and a document titled, "Code Prohibiting Serious Student Misconduct, Philadelphia Public Schools." The latter was accepted as written, however, the code for students underwent some minor alterations and additions by the committee.

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[1] Appendix I: Emergency Plans For A Day, William J. Wingel, Principal.

The principal stressed throughout the entire developmental process that the code could be written as a punitive instrument, however, true self-discipline would not be achieved unless the administration had the flexibility to interpret the provisions of the code in relationship to the offender and the specific offense. It was agreed that the administration should use discretion in its interpretation of the code. The implementation procedure agreed to by the committee is succinctly included in the Staff Directions Section of the code.

At the October 21, 1975 meeting of the Discipline Committee it was decided that the three major sections of the code would need some form of unification. The principal agreed to write a cover letter explaining the background and future plans for the code and one of the teachers volunteered to write an introductory statement for the pupil section. The principal stated that he would finalize the writing aspects by including introductory statements for the sections, Staff Directions and the Philadelphia Code. The format of the code was, therefore, finalized to include the following segments:[1]

1. Introductory Letter
2. Introductory Statement - Pupil Code
3. Pupil Code
4. Introductory Statement - Staff Directions
5. Staff Directions
6. Introductory Statement - Phila. Code
7. Code Prohibiting Serious Student Misconduct

On November 3, 1975, the committee met to approve the final phases of the code and to evaluate the process it had undergone. All agreed that the committee should develop a commonality of position and to be aware of possible negative reactions before presenting the code to the various student, parent, and teacher groups. The ensuing discussion centered on three major topics: 1) positive aspects of the code, 2) negative aspects of the code, and 3) feedback procedures. Following are some of the positive aspects agreed upon:

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[1] Appendix J: Clara Barton School Pupil Code of Behavior, November, 1975.

1. the time spent developing it
2. the accomplishment of the three major objectives
3. the many behaviors that are listed
4. the fact that all personnel were represented
5. its clarity and specificity
6. its uniformity and consistency for all
7. its practicality and enforceability
8. that it supports the teacher's role, and
9. the fact that consensus had been reached

To forearm the committee members with possible negative reactions that could endanger the code's implementation, the following ideas were discussed:

1. the lack of understanding by parents and teachers of due process procedures (The principal briefed the committee on recent court decisions in this area).
2. the feeling by some that the code would not be followed by certain teachers
3. an indifferent attitude by some parents and teachers to the new code, and
4. the lack of flexibility for certain listed behaviors that may be misinterpreted.

After some discussion, the committee resolved to take a positive stance in its presentation of the code and to stress the importance of its complete adoption by all Barton personnel. Questions of an overwhelming nature would be brought back to the committee for resolution.

At the close of the meeting, the principal presented the committee with a referral form he developed for staff-parent contacts and conferences.[1] The committee agreed with the format and recommended its reproduction with the code.

To introduce the code to all Barton groups, orientation programs were planned for parents, students, and staff members. A limited number of copies of the code were produced to be used during these presentations.

On November 4, 1975, a special Home and School Association Meeting was conducted at which time the new code was introduced. Twenty-two parents were in attendance as the code was reviewed line-by-line. Questions were answered and the overall response was positive.

On November 7, 1975, two assembly programs were held to brief all students on the code specifics. Areas calling for immediate suspension and serious disruptive behaviors were stressed during these presentations. Many questions were asked which indicated keen interest on the part of the majority of students.

On November 10, 1975, students were dismissed from school to permit the principal a two hour and fifteen minute staff development workshop on the new code.[2] At the beginning of the workshop, staff members were grouped in sixes and given a sheet of paper upon which they were instructed to list all negative pupil behaviors in the school environment. When this was completed, copies of the code were distributed and the group was told to read the code completely and call-out any of their listed behaviors not included in the code. There were none. Without verbally stating it, the staff realized that the code was an all-inclusive one. It was stressed, however, that the Discipline Committee would meet periodically to revise the code when deemed necessary. Teacher questions were then answered, however, statements by various teachers applauding the code evidenced the overwhelming support of the document and the committee's efforts on their behalf.

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[1] Appendix K: Form letter, To the Parent, William J. Wingel.
[2] Approval had been received from the District Superintendent, after he enthusiastically viewed the proposed code.

When the committee met on November 12, 1975, exhilaration filled the air because acceptance of the code was assured. Plans were finalized for its duplication and distribution within the next week. Also, one additional pupil behavior was discussed, written, and submitted for inclusion in the code as follows:

26. Incendiary Devices:
    a. This includes matches, firecrackers, smoke bombs, cherry bombs, and other incendiary devices.
    b. All offenses - refer to administration.

On December,10, 1975, the Discipline Committee began monthly meetings for code revision and to plan future programs to improve the discipline procedures at the Barton School. It was agreed that code revision and problem solution would be the committee's immediate objective. Future activities would include the study of a merit-demerit point system for student behaviors, the possible establishment of a student court wherein students would discipline their peers, and the dissemination of the committee's activities to encourage this program as a model for all schools in the District.

Objective 3 - Attendance

To initiate corrective strategies for the realization of a 2% increase in the percentage of pupil attendance, the principal convened the Clara Barton Pupil Attendance Team[1] on May 14, 1975. He presented background data revealing that the pupil average daily attendance percentage had dropped from 88.3% in 1972-1973 to 86.3% in 1973-1974. Team members recognized that efforts should be made to reverse this trend and discussed the following reasons for the improvement of pupil attendance:

1. regular attendance tends to affect pupil achievement
2. a student who is not in school cannot benefit

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[1] Appendix B: Barton School Improvement Program Committee Membership, May 14, 1975.

from the school setting
3. increased attendance adds to the resources of the school district because of additional state subsidies
4. higher delinquency and dropout rates correlate with school absenteeism[1]

The principal then reviewed Pennsylvania State Board of Education Regulations on pupil attendance to assure that all team members understood the basic rules mandated by the state. Sections pertinent to the elementary schools were stressed.[2]

A discussion was initiated by the principal to develop team objectives. He suggested that a possible objective could be a 2% increase in the pupil percentage of attendance from the period May 1, 1974- January 1, 1975 to May 1, 1975- January 1, 1976. The team agreed with this time frame as an initial checkpoint, but felt a 3% increase could be achieved. It was decided that the team would meet monthly to develop strategies and to review monthly attendance percentages. These monthly meetings would, in effect, act as ongoing process evaluation sessions to review the corrective strategies proposed and their effect on the percentage of pupil attendance. It was agreed that after the first checkpoint was reached, additional objectives would then be determined for future months.

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[1] "Absenteeism: A Most Perplexing Problem," Education U.S.A., March 31, 1975, Vol. 17, No. 31, p. 177.

[2] Appendix L: Regulations of the State Board of Education of Pennsylvania, Chapter 11, "Pupil Attendance," Commonwealth of Pennsylvania, May 11, 1973.

To determine what happened in past months, one of the teachers volunteered to compile the attendance percentages from May, 1974 to April, 1975 for the next meeting.

The team then discussed various strategies that could be effective in reaching the attendance objective:

1. Banners and Awards

The pupil representatives suggested that banners could be offered monthly to the kindergarten to sixth grades, however, the upper-grade students would not be interested in winning a banner. The principal received an affirmative reply when he asked if the 8/7 students would strive for a $5.00 check for their class fund. The counselor suggested that awards should be given to the class with the greatest improvement in attendance on a monthly and end-of-year basis. The parent representative stated that kids always like to see their name in print and hear it announced on the public address system.

2. Special Programs

One of the students suggested that special programs for upper-grade students would encourage better attendance. The principal suggested that a major attendance effort could be initiated by having a poster contest before the end of the school year. The team agreed that a properly publicized poster contest could be an effective strategy to highlight the beginning of a major effort to improve pupil attendance.

3. Absence Follow-Up

The District Attendance Home and School Visitor suggested that a reemphasis on attendance record-keeping procedures would be helpful for all Barton teachers. The principal agreed to initiate reminders to all teachers pertaining to absence regulations and recommended that if teachers would notify him of suspicious pupil absences he would contact the home immediately.

4. Assessment Survey

The principal suggested that before the team became too involved with strategies it may be beneficial to review the reasons for pupil absences and their suggestions for improving Barton and attendance. It was decided that the principal would design a survey instrument and present it to the team at the next meeting.

On May 15, 1975, the principal contacted the President of the Home and School Association, who agreed to sponsor the attendance poster contest with monetary prizes totalling $10.00. On the same day, the art teachers agreed to set aside instructional time for the contest.

On May 19, 1975 the principal-teacher newsletter included the following announcements:

> The Barton Attendance Team is promoting a poster contest with the cooperation of the art teachers and the Home and School Association. The theme for the posters will be "Pupil Attendance." Three prizes will be given for the best posters:
>
> 1st - $5.00
> 2nd - $3.00
> 3rd - $2.00
>
> The art teachers will sponsor the work to be done during art period and the Attendance Team will act as judges of the work submitted.
> The Home and School Association will donate the prize money.
> All students are eligible and posters must be completed no later than Wednesday, June 4, 1975.
>
> Please report suspicious attendance patterns of students to the office. Continue to write-up the attendance referral form, CEH-14, after three days of pupil absence.
>
> The Attendance Team is promoting ideas to improve pupil attendance, therefore, please submit any constructive ideas to Messrs. Musicant, Letting, or to the office.

The above contest notification was also announced on the public address system. Announcement flyers titled, "Attention All Students", detailed the contest and were posted in prominent locations throughout the school.

On June 6, 1975, the Attendance Team assembled to judge the attendance posters, review the attendance survey form, to study the past monthly attendance statistics, and to develop strategies.

1. Poster Contest

Posters had been numbered and displayed in the first floor hallway as they were received by the principal. The display added such interest to the contest that the team had difficulty selecting three winners from the 163 poster entries.

To publicize this extremely successful program, it was decided to have pictures taken of the winners, for display on the school bulletin board. The names of the winners were also announced on the public address system and included in the principal-teacher newsletter.

2. Survey Form

The principal distributed copies of the tentative attendance survey form[1] and the team agreed with all questions as listed. One of the students, however, suggested that another question could be added for the upper-grade students. The team agreed to include the following question for the fourth to eighth grade classes, "If you had one club period what would you like to see added to your present roster?" With the finalization of the survey questions, the principal announced that he would duplicate and administer the survey within the next few days.

3. Monthly Attendance Statistics

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[1] Appendix M: Pupil Absenteeism Survey, Barton School.

Copies of the monthly pupil attendance percentages from May, 1974 to January 1, 1975 and May, 1975 were then distributed, however, time did not permit an in-depth study during the meeting. Each team member was asked, therefore, to review the data for the next meeting in September, 1975.

A cursory view of the current classes revealed that four upper-grade classes had consistently lower monthly percentages of attendance. It was decided, therefore, that the principal would administer the survey to these four classes and lower grade classes who also had poor attendance. These results would be reported at the September team meeting.

4. Attendance Strategies

In considering strategies to improve attendance, a teacher committee member suggested that more fun activities were needed at Barton, particularly for the upper-grade students. He volunteered to make the necessary arrangements within the next two weeks to arrange two softball games; the faculty versus the boys and the faculty versus the girls. The team agreed that these activities should be held, therefore, the principal immediately selected the dates to avoid scheduling conflicts.[1]

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[1] The games were held and the faculty lost both.

Near the conclusion of the meeting, one of the students asked if it would be possible to establish a student-run radio station in September. He felt that an ongoing activity of this type would increase student involvement in the school, as many students would be interested in its operational aspects. The principal stated that a serious effort would be made to solidify the necessary components to establish a radio station during the next school year.

The first Attendance Team meeting of the schoolyear 1975-1976 was held on September 16, 1975. The agenda included a review of the June survey results, a discussion of various attendance awards, an overview of June attendance statistics, and consideration of additional strategies for the improvement of pupil attendance.

1. Survey Results

From the responses of one hundred forty-eight students that had been surveyed in June, 1975 various statistical analyses were made by the principal. All students had been requested to check three major reasons for their past absences from nine listed reasons. A section was also included to permit "other" reasons not listed. The listed reasons follow and the totalled replies are included in Table 6:

1. I'm afraid of other Barton students.

2. I'm afraid of students from other schools.
3. I can't get up in time in the morning.
4. Parents need me at home.
5. I don't understand the work.
6. I don't get along with Barton people. (principal, teachers, aides, students)
7. I'm bored with the work.
8. I'm only absent when I'm sick.
9. My parents take me on trips during the schoolday.
10. Other(s)

TABLE 6

Reasons For Pupil Absences - Section Summary

Sections

Reasons	4/5	5/6	7^3	7^2	8^3	8^5	Totals
1	2	1	2	2	0	2	9
2	2	0	0	3	0	3	8
3	13	12	5	5	4	5	44
4	9	6	3	10	6	3	37
5	3	1	0	8	0	1	13
6	2	9	4	6	4	3	28
7	2	5	7	8	10	3	35
8	24	30	22	19	13	15	123
9	12	6	4	4	0	2	28
10	1	5	4	3	3	3	19
	70	75	51	68	40	40	344

An analysis of the results in Table 6 reveals that the major reason given for absence was pupil illness. Students in the higher grades responded significantly less to pupil illness as one of the three major reasons for absence. For example, the following indicates the grade and number of students who selected illness as one of the three major causes of absence:

Grade 5/4 - 24 of 27 students - (89%)
Grade 5/6 - 30 of 30 students - (100%)
Grade 7^3 - 22 of 24 students - (92%)
Grade 7^2 - 19 of 26 students - (73%)
Grade 8^3 - 13 of 18 students - (72%)
Grade 8^5 - 15 of 23 students - (65%)

The principal also presented another statistical analysis of the survey results (Table 7) excluding reason "8", since the matter of pupil illness was one of the topics that could not be easily reconciled by the efforts of the team.

In reviewing the grade analysis results in Table 7, the principal pointed out various significant findings:

> Students in lower grades have more difficulty getting up in the morning and are taken on more trips by their parents.
>
> Students in higher grades are more bored with their schoolwork.
>
> Students in lower grades viewed their three major reasons for absence to be: a) not being able to get up in the morning, 2) parents taking them on

trips, and 3) parents needing them at home. Students in the upper grades viewed their major reason for absence to be boredom with the work. All grades totalled viewed the three major reasons for absences to be: 1) not being able to get up in the morning, 2) parents needing them at home, and 3) boredom with the work.

TABLE 7

Reasons For Pupil Absences - Grade Analysis

Grades

Reasons	4/5		5/6		7		8		Totals	
	No	%	No	%	No	%	No	%	No	%
1	2	.04	1	.02	4	.05	2	.04	9	.04
2	2	.04	0	.00	3	.04	3	.06	8	.03
3	13	.28	12	.27	10	.13	9	.17	44	.20
4	9	.20	6	.13	13	.17	9	.17	37	.17
5	3	.07	1	.02	8	.10	1	.02	13	.06
6	2	.04	9	.20	10	.13	7	.13	28	.13
7	2	.04	5	.11	15	.19	13	.25	35	.16
8	X	X	X	X	X	X	X	X	X	X
9	12	.26	6	.13	8	.10	2	.04	28	.13
10	1	.02	5	.11	7	.09	6	.12	19	.08
	46		45		78		52		221	

To further substantiate boredom as an increasing reason for absence as a student progresses in his school years, the principal further analyzed the potential and actual responses received from each grade and included the results in Table 8.

Table 8 clearly indicates a significant decrease in the percentage of responses as the student progresses in grade. This could be a reflection of the upper-grade student's lack of interest or boredom with the survey itself.

TABLE 8

Actual and Potential Pupil Responses - By Grade

Grade

		4/5	5/6	7	8	Totals
Response	Actual	70	75	119	80	344
	Potential	81	90	150	123	444
	Percentage	86%	83%	79%	65%	77%

The principal finalized this aspect of his report to the team by stating the "Other" reasons given by students for their absences. (Instances of occurrence are indicated in parentheses).

a. bad weather (3)
b. suspensions (2)
c. to avoid class trips (2)
d. Flyers victory parade (1)
e. smoking with my friends (1)

f. too hot (1)
g. teachers not interesting (1)
h. not enough holidays (1)
i. to avoid class punishment (1)
j. didn't want to make class speech (1)
k. student's foul language (1)
l. teachers make us work too hard (1)
m. mother's permission (1)
n. "not learning nuthin" (1)
o. sick parents (1)
p. mother died (1)

The principal next reviewed the results of the pupil survey questions, "To improve Barton, what do you suggest?" and "What would make Barton more interesting for your friends who have high absenteeism?" The data was collated from the survey by the principal who then developed a nine point category of responses. These categories were developed by surveying a random sample of the responses themselves and continuously up-dating and revising in-process while analyzing the data. The categories suggested for improvement and the number of responses for each (in parentheses) are indicated below:

a. physical aspects of the school (31)
b. school activities (27)
c. curriculum (20)
d. pupil schedule (15)
e. teachers (14)
f. discipline (5)
g. supplies/equipment (5)
h. no improvements necessary (3)
i. miscellaneous (3)

Category a

Eleven responses favored an air-conditioning system for the school. Other suggested areas of improvement included a cleaner building (5), an elevator (4), a larger gym (3), a student lounge (2), a student smoking room (2), wall-to-wall rugs (1), a baseball field (1), a larger woodshop (1), and a swimming pool (1).

Category b

Of the twenty-seven responses, more athletic events (16) and more fun activities (10) were predominant suggestions. A social day for parents and teachers to meet was additionally suggested.

Category c

Of the twenty responses in this category, five were tabulated in each area for more interesting classroom activities, and more class trips. Other suggestions included better subjects (3), more movies (2), television programs (2), less class trips (1), less homework (1), and more music instruction (1).

Category d

Suggestions in pupil scheduling ranged widely from a shorter school year (7), freedom to leave classes (3), later opening time (2), more free periods (2), and more holidays (1).

Category e

Fourteen students indicated that improvements should be made in the teaching staff.

Category f

Four students requested improvement in pupil discipline. One student felt that fewer discipline referrals would improve Barton.

Category g

Students suggested that more equipment was needed (3), new blackboards (1), and that better food could be served in the lunchroom.

Category h

Three students stated that we shouldn't change anything at the Barton School.

Category i

To improve pupil attendance, two students recommended that the teachers call the homes when absences occur and check classroom absences more carefully. One student recommended that if we had a friendlier atmosphere pupil attendance would improve.

In response to the survey question, "If you had one club period what would you like to see added to your present roster," the following results were tabulated by the principal and presented to the Attendance Team. (The number of responses is indicated in parentheses).

a. sports (32)
b. arts and crafts (26)
c. radio (18)
d. auto mechanics (17)
e. woodworking (12)
f. art (9)
g. drama (8)
h. mathematics (6)
i. science (6)
j. records (6)
k. book (6)
l. cooking (5)
m. instrumental music (5)
n. miscellaneous - 23 other clubs were listed including a diverse range of interests.

Following the presentation of the survey findings, the Attendance Team discussed some of the pupil responses that seemed to have a direct bearing on the immediate concern for the improvement of pupil attendance. The team felt that the pupil illness response of 94.7% in the fourth to sixth grades was hopeful, however, stress would have to be made in the seventh and eighth grades to reduce many questionable absences, as only 75.8% of the students in the upper grades indicated illness as one of the three major reasons for absence.

The team was relieved to know that, of all reasons given for absence, fear of Barton students and students from other schools was of low priority. It was agreed that strategies should be developed to stress the importance of regular attendance to parents and students.

Since students had clearly requested changes in the physical aspects of the school, more flexibility in pupil schedules, and improvement in the teaching staff as prerequisites for an increase in pupil attendance, the team resolved to be mindful of these items when developing strategies.

The principal announced that the survey findings pertaining to club periods would be posted on the teacher bulletin board since after-school activities would be initiated within the next month. He felt this listing would be valuable to the teachers in determining what activities to sponsor.

The team agreed that the results from this pupil survey were extremely valuable in gaining insights to the pupil view of the attendance problem. It was resolved that these results would be reviewed in depth during future monthly meetings.

2. Attendance Awards

The team decided that it would not be wise to begin the monthly attendance awards in September because of the numerous pupil transfers that occur. It was determined, therefore, that the October class percentages would be tabulated by the principal for the first award presentations. An October tabulation would also afford the team several distinct advantages: a) an opportunity to publicize these awards, and b) sufficient time to make the necessary preliminary arrangements.

The principal revealed that he had contacted the President of the Home and School Association who agreed to donate two banners and a check for $5.00 to the winning upper-grade class. The team determined that the banners should be given to the primary and intermediate grade winners and passed on each month to the new winning class. The $5.00 check would be a special prize to the October winner in the 8/7 grades. The team also decided that a different monthly award would be more stimulating for the upper-grade students and add more interest to the attendance program. Possible monthly awards were then suggested, including ice cream treats, class trips, free tickets from Gino's, and special film presentations.

3. Attendance Statistics

The team reviewed the monthly statistics from May,1974 to January, 1975 and May-June, 1975 to note differences in attendance percentages from grade to grade. It was obvious that a tremendous drop-off rate occurred in the eighth grade. The principal outlined this reduction in Table 9. An analysis of the results in Table 9 reveals that in each month, except September, the eighth grade average daily attendance percentage was considerably lower than the school average. Averages ranged from -7.2% to -1.5%. The principal explained that the extremely low school average for September, 1974 was recorded because of late kindergarten registrations which gave the kindergarten classes a 39.5% attendance average.

It was decided that considerable effort should be expended to promote activities that would encourage the eighth grade students to attend regularly and to report the seventh and eighth grade monthly percentages separately to more effectively monitor changes in the eighth grade attendance pattern.

TABLE 9

Monthly Average Attendance Percentages

A Comparison Of School And Eighth Grade Averages

Months

	1974						1975	
	May	June	Sept	Oct	Nov	Dec	May	June
School	86.2	89.6	77.0	90.3	89.7	88.3	88.5	88.2
Eighth Grades	80.0	82.4	87.0	86.0	87.0	86.0	87.0	85.0
Difference	-6.2	-7.2	+10	-4.3	-2.7	-2.3	-1.5	-3.2

4. Strategy Development

The principal discussed with the team some of the activities that were being sponsored by other committees involved in the Barton Improvement Program. These activities would serve as motivational strategies for attendance as well as the purposes of the other committees. The team, therefore, agreed that to avoid duplication with the other committees, it would concentrate its efforts on streamlining attendance procedures and the promotion of the monthly attendance awards.

To expedite recordkeeping procedures, the group decided that a reminder should be given to each teacher regarding the use of the Attendance Form (CEH- 14)[1] to facilitate roll clearance of students who have not returned in September and for students who are absent for three or more days.

To increase school-community communication in the area of pupil attendance, the principal agreed to send periodic reminders to parents stressing the importance of attendance[2] and to notify all staff members of the strategies determined at this meeting.

The principal stated that he would also develop a form for teacher referral from which he would telephone parents concerning suspicious pupil absences. The counselor volunteered to assist in this task when the principal would be unavailable, or if the volume of such requests became too burdensome.

On October 6, 1975, the following statements were distributed to all staff members in the principal-teacher newsletter:

> Teachers:
>
> Please double-check your roll sheets to ensure that CEH-14's have been sent out for students who have three or more days of absence. If you have

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[1] The CEH-14 is used to notify the District Attendance Office of student absences of three or more days. It is the responsibility of the District Attendance Officer to visit the student's home and verify the reason for absence.

[2] Appendix O: Barton Handbook, Rules and Regulations, Sec. 13.

> not received a reply on a student who has not appeared since the beginning of September, please send his name to me.
> Students who have sporadic absences of a suspicious nature, or those you feel may be cutting, should also be reported to me in writing. A short form is attached that can be used for this purpose. Contacts with the home will be made upon your referral in an effort to increase pupil attendance and student achievement.
>
> ATTENDANCE FORM:
> Name of Student ______________________
> Dates of Absence ______________________
> Room _____ Grade ______
> Home Telephone Number _________________
> Comments ____________________________
> ____________________________________
> ____________________________________

On October 7, 1975, the principal made the following announcement on the public address system for all students and staff members:

> The Barton Attendance Team met several weeks ago and agreed on a system of awards for the classes with the best monthly attendance.
> Here's how it will work: At the end of October, the student attendance for each class from kindergarten to grade 8 will be totalled. The class with the best attendance in grades kindergarten to third will win the attendance banner to keep in your room for one month. Also, the class with the best attendance in grades four to six will win another attendance banner. The homeroom sections in the seventh and eighth grades will also compete for a different prize each month. The October prize is a $5.00 check from the Home and School Association. This may be used by the winning class for a party or whatever else is deemed reasonable.
> We want all of you to attend school regularly. Do not, however, come to school when you are sick. I repeat, do not come to school when you are sick. Good luck to your class!
> We owe thanks to the Home and School Association for the banners and the $5.00 prize money.

On October 9, 1975, the Attendance Team convened to determine additional strategies and to review September, 1975 pupil attendance percentages. The monthly attendance percentages indicated no significant changes. The team reasoned that outcomes would not be immediately apparent since the major effort did not begin until this month. It was agreed that results should be seen in the months of October, November, and December.

Additional strategies suggested at this time included:

1. to present a special film program in June for all class winners during the year,
2. to photograph the winning classes for display on the school bulletin board and for release to the local news media,
3. to establish monthly perfect attendance lists in each class and photograph these students for publicity and recognition purposes, and
4. to contact Gino's, McDonald's, and Dunkin Donuts for possible attendance prizes.

The next regularly scheduled meeting of the team was held on the morning of November 12, 1975 to review the October attendance percentages and to determine additional strategies for the improvement of pupil attendance.

The principal had summarized the October class percentages and presented them to the team. The school-wide percentages revealed a slight increase when compared to October, 1974. The eighth grade percentage comparison, however, indicated a 6% increase. It appeared that some of the activities were beginning to have an effect on upper grade attendance.

The class winners of the October attendance awards were announced and the team then considered some strategies for future use. One of the teachers offered to obtain the Philadelphia Flyers Stanley Cup Championship Film - 1975, for the upper grade winning class in November. The principal asked the girl student team member if she would enjoy the Flyer's Film. She replied that it would be a treat enjoyed by both boys and girls alike, therefore, the team endorsed the film for the November upper grade winner.

The following day, November 13, 1975, the principal presented each winning class with its award and announced the winners on the public address system. In visiting each winning class, he noted that a competitive attitude was beginning to appear as each group stated they would win the following month also.

On December 15, 1975, the Attendance Team assembled to evaluate progress, determine the November attendance winners, and to consider additional strategies.

In reviewing the monthly attendance percentages, slightly more than a one percent increase was recorded when comparing November, 1975 to November, 1974. The eighth grade comparison, however, indicated a four percent increase. This fact buoyed the team since significant progress was achieved for the second consecutive month.

The November, 1975 monthly class winners were announced by the principal and the team began to plan future strategies. The need was expressed for continued publicity to maintain, and possibly improve, the evolving positive attitude of students to school attendance. Plans were formulated to have the pictures taken of each winning class and individual students with perfect monthly attendance. When completed, the pictures would be placed on the bulletin board, in the scrapbook, and sent to the local news media.

The counselor volunteered to make a monthly listing of all students with perfect attendance. This list would be placed on the bulletin board and forwarded to the local newspaper with attached descriptive articles.

The principal announced that he had written to Gino's, McDonald's, and Dunkin Donuts requesting the donation of prizes for the December upper-grade winner. The manager from Gino's telephoned and confirmed that he would donate free coupons to thirty students for hamburgers and drinks to promote our attendance program.

The principal also reported that thirty-two telephone calls had been made by the counselor and himself to verify absences of a suspicious nature. Parents reactions to these calls were mixed; some expressed themselves as being shocked, surprised, dubious, and outright angry that their "privacy" had been invaded. Time did not permit a follow-up to determine if long-run progress had resulted in these instances.

On December 16, 1975, the principal announced the November class winners on the public address system and made the necessary arrangements with the school photography class to begin the picture-taking of each winning class and the individual students in each class having perfect monthly attendance.

Objective 4 - Communications

At the meeting of the Public Relations Committee on May 14, 1975, the principal presented his concept for the school handbook and newsletters that would include some of the goals, history, available services, and regulations that parents and students need to better understand the functioning of the school. It was agreed that the principal would do a majority of the writing and would solicit informational items from various specialist staff members. The Public Relations Committee would act in an advisory capacity. It was determined that this handbook document should be distributed no later than September 30, 1975 and the newsletters published periodically. The committee agreed that all Barton personnel could benefit from such documents.

1. Historical Data

On May 15, 1975, the principal began to search for historical data on the Barton School. Since the cornerstone of the building had a date of 1924, the principal reasoned that the first class may have graduated in 1925. A review of pupil attendance records and teacher evaluation forms confirmed that he was correct. He desired to include data pertaining to construction costs, therefore, contact was made with the School District Central Office of Informational Services. The Assistant Director revealed that his office did not maintain historical data on schools, therefore, the principal was referred to the Office of School Facilities. Again the reply stated that this office did not maintain historical records on school buildings but they could supply the dimensions of the plot, room sizes, and so on. The principal next contacted the School District Pedagogical Library where he was referred to a librarian, with many years of service, who proudly announced, "If anyone can help you, I can." When told of the need for construction data the librarian revealed, "We may have a picture of your school in our file, however, we don't keep any information beyond that." The librarian suggested that I visit the local newspaper office to research the needed information.

The principal was ready to contact the local editor when he decided to make a more thorough search of the antiquated school office files. While searching through one file of rollsheets from 1928, he discovered a badly discolored Dedication Ceremony Program in which was found the construction data needed to begin the writing of the history of the Barton School.

2. School Philosophy

The principal completed this section on May 30, 1975 from ideas and beliefs formulated during his many years as an educational leader. Upon completion, this article was submitted to the Barton Building Committee Chairperson to assure that the teachers would be in agreement with it before presenting it to the Public Relations Committee. The article was accepted by the Building Committee as written.

3. School Services

As this was the first handbook to be published, the principal desired to limit its scope to avoid an overburdening publication that few could read. To accomplish this objective, the section on school services was consciously made as concise as possible. An attempt was made to select topics that were of specific value to all parents and students. The thirteen separate items contain innumerable regulations pertaining to the overall operational procedures of the Barton School.

4. Alternative Programs

The principal included a section on the Alternative Programs as a forerunner of additional positive publicity articles to be included in future issues. Planned for the yearly issue of this handbook are articles on the specialized music, foreign language, and special education programs.

5. Home and School Association Officers

From the President of the Home and School Association, the principal received the names of the elected officers and board members for the schoolyear to include in the handbook. At the time of the typing of the handbook, the five appointed members of the board had not yet been selected, therefore, their names are not included.

This section was included in the handbook, not only to give credit to the parents who do work for the benefit of the school, but also to enable all parents to have a ready resource available to know who their representatives are.

6. School Calendar

A listing of all school holidays and opening-closing dates was included, even though each holiday is announced verbally to students and by means of inclusion in a principal newsletter during the school year. It was deemed important to some parents, in particular working parents, that they be aware of all future holidays to plan for these closings.

7. Rules and Regulations

The section on rules and regulations was included as a reminder to parents and students of some of the basic pupil rules and regulations pertaining to discipline and attendance. The principal included this section, even though he knew that a new discipline code was being written, because he felt that parents and students need regulatory guidelines at the beginning of the school year before problems arise as a result of a lack of awareness of school regulations.

8. Principal Newsletters

To further increase school-home communication and parent-student awareness of school regulations, the principal prepared seventeen newsletters.[1] The topics discussed included:

a. Getting along with others and understanding not only likenesses, but also differences.

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[1] Appendix N: Barton School Newsletters, William J. Wingel.

b. Love and discipline
c. Homework and the relationship between the home and school.
d. Worthwhile books and magazines
e. Kindergarten requirements for 1st year
f. Family excursions
g. Family discussions
h. Home and School Association Membership
i. Attendance and punctuality
j. Parent responsibilities with home assignments
k. Reading: Parents Can Help!
l. Health habits and safety
m. The recognition and encouragement of talents
n. The value of keeping up with the news and various viewpoints
o. Courtesy and proper social behavior leading to an understanding of how different people live and develop a proper recognition of their cultures.
p. The proper use of leisure time. How to develop good work habits and aim toward enriching the life of a student.
q. An awareness of our scientific age.

As is evident from the topics, they were selected in an attempt to educate parents to the school's expectations of them and to offer them assistance in ways to help their children become better students.

The newsletters were distributed semi-monthly in May and June, and on a weekly basis beginning in September, 1975. One additional newsletter concerning homework was added to this list, since the topic needed continual attention.

On September 17, 1975, the Public Relations Committee met and approved the various sections of the Barton School

Handbook[1] and the remaining newsletters. The committee agreed to publish the handbook immediately and to continue the distribution of the newsletters on a weekly basis.

The principal informed the committee that he planned to survey a random sample of parents and students in October, 1975 to evaluate the effectiveness of the Barton School Handbook and newsletters. At the same time, he planned to solicit suggestions for the future improvement of the handbook.

Objective 5 - Publicity

The principal convened the Public Relations Committee[2] on May 14, 1975 to initiate the development of strategies that would promote positive publicity for the Barton School. After a preliminary introduction of each member, the committee began its deliberations by listing what it considered to be hindrances to good public relations. The major purpose of this meeting was to list these hindrances and not comment on them in great detail, as each would be considered in future meetings. Seven major hindrances were listed as follows:

1. Lack of pride within the school

One of the upper grade teachers stated that some students indicate this by their graffiti on the walls of the lavatories, trash papers on the floors, and the way they dress. One of the parents asked, "Who's allowing them to do this?" The committee agreed that some students lacked an internal pride in Barton and displayed their negative feelings in a variety of ways.

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[1] Appendix O: Barton School Handbook, September, 1975.

[2] Appendix B: Barton Improvement Program Committee Membership.

2. Lack of involvement by all groups

All representatives agreed that many of their constituents could become more active in Barton but prefer not to get involved.

3. Lack of cohesion

Students and parents stated that frequently they were thwarted in accomplishing projects by members of their groups who refused to cooperate and work with the majority decision.

4. Lack of inter and intra-group communication

This problem has been an ongoing one resulting in little or no cooperation between the community agencies and the school. The committee felt that direct communications should flow between the school and the community library, recreation center, and the churches and synogogue.

5. Lack of clearly communicated goals

One of the students suggested that to make more money, the Home and School Association should announce the specific reasons for each fund raising activity. A parent complained that insufficient information arrives home about special programs and regulations at the school.

6. Lack of symbols to represent the school

All committee members agreed that Barton School should have had a fine tradition since its beginnings in 1925. They resolved that definite activities should be designed and implemented to create representative symbols.

7. Lack of positive publicity

The committee decided that Barton needed more positive publicity internally and with the local news media if the image of the school were to be raised.

The principal concluded the meeting by reviewing some findings from the January, 1975 Needs Assessment Survey. One of the major highlights of this survey was the very positive feelings of cooperation expressed by each group for the other. Teachers were very highly positive in their responses toward the administration and style of leadership. The administration was very positive toward the faculty. Parents were very satisfied with the faculty, and all above groups were very positive toward the students. The principal stated that he wanted the committee to be reminded of these findings because when we consider hindrances, or other negative aspects, we may easily fall into a hopeless, disconsolate view of the problem.

On May 21, 1975, the Public Relations Committee met and agreed to begin work on one of the seven hindrances, discussed at the previous meeting. The committee selected the lack of positive publicity and suggested the following alternatives to overcome this problem:

1. Publicity releases to the local newspapers
2. Principal newsletters
3. School District Central Publications
4. Barton School Newspaper
5. Barton School Handbook
6. Public address announcements
7. Posters
8. Photographs of school activities
9. School scrapbook
10. Community education for all students
11. Publicity on Barton history
12. 50th Anniversary Celebration
13. Assembly Programs - Class projects
14. Use of the display case
15. Radio announcements
16. Incoming parent programs
17. Class reunions

The committee members were asked to review these seventeen strategies and select the most important ones for consideration at our next meeting.

The Public Relations Committee assembled on May 28, 1975 and selected seven of the seventeen strategies for immediate implementation.[1] Publicity releases to the local newspapers was one of the seven strategies selected, therefore, an ad hoc committee of two teachers, a parent, and the principal volunteered to conduct this program by writing publicity releases on curriculum programs and other activities of merit at the Barton School.

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[1] Six of the selected strategies relate to another practicum objective. They are listed with Objective 8.

To initiate this program the committee developed guidelines for scheduling articles and various implementation policies as follows:

1. Schedule Guidelines

A tentative schedule was outlined for each month as a general guide for the committee to use in the preparation of publicity releases:

a. June
   graduation exercises
   Home and School Association officers
   graduation special awards
   special programs - tee shirt sale and the self-improvement program

b. September
   special programs
   personnel changes

c. October
   Halloween activities
   fire prevention
   Home and School Association Membership
   Salute to Teachers Day

d. November
   special programs
   special awards

e. December
   holiday activities
   special programs
   special awards

2. Implementation Policies

The committee determined to begin the immediate preparation of the articles agreed upon for the month of June. All committee members agreed that a write-up of the self-improvement program would be a logical beginning.

The principal would oversee the preparation and dissemination of the articles to all news media in agreement with the general guidelines.

Articles on special programs would be written by the teacher in charge of the program and submitted to a teacher on the publicity committee for editing. When edited, the article would be submitted to the principal for final review and release.

Articles on school-wide projects would be written by one of the committee members and submitted to the principal for final review and release to the news media.

The parent member of the committee would attend to Home and School Association activities and submit these news articles directly to the media.

The above implementation guidelines were followed successfully from June, 1975 through December, 1975, and will be continued since the committee has been established as an integral part of the Barton School organization.

Objective 6 - Peer Relationships - Community Resources

On May 14, 1975, the principal convened the Community Involvement Committee[1] and explained that the basis for its existence spawned from the recently completed needs assessment survey wherein both students and parents responded that students either have a lack of afternoon clubs and programming, or at least are not availing themselves of present opportunities. The dual objectives of the committee were then explained:

1. to institute a minimum of ten after-school activities to improve peer relationships, and
2. to promote the use of school-community resources.

The principal suggested that the second objective could be a valid starting point for the committee, as it appeared that some after-school activities could flow from a study of the school-community resources. The committee agreed and embarked on a mini-needs assessment by answering the question, "What are some of the problems that exist pertaining to the interaction of the school with the community." After some discussion, three major problems were identified:

1. the lack of after-school activities

   One of the parent committee members revealed that she was a member of the recreation center advisory board and would like to see more social, rather than athletic, activities at the center. She stated that besides cheerleading for girls, tumbling, and chess, there were no other activities at the center.

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[1] Appendix B: Improvement Program Committee Membership.

One of the student committee members mentioned that the Tabor Rams Boys Club sponsored athletic leagues in all sports on a year-round basis.

Another member stated that she had recently signed a petition to have a swimming pool installed at the recreation center. Both parents agreed that the installation of this pool would probably never occur because, "We live in the wrong part of town."

2. the lack of inter-agency communication

One of the teachers revealed she had no idea what was going on in the community. The principal stated that he posted all notices on the office bulletin board whenever library or recreation center activities were announced, however, few were received in the past year. It was agreed that there was a definite need for better communication of existing activities in the community.

3. the lack of volunteer support and supervision

One of the students said, "I won't go to the rec because the big kids lean on me. They want my money and they won't let me play." The parents joined-in that more supervision was needed at the recreation center, particularly after dark, as many incidents have occurred relating to drugs, sex, and vandalism.

As the meeting neared completion, the committee was asked to select one of the three problems as the major area that would be reviewed at our next meeting; a majority selected problem 2, the lack of inter-agency communication.

On May 21, 1975, the Community Involvement Committee assembled to discuss possible solutions to the problem of a lack of inter-agency communication. The principal suggested that before we could delve into this problem area, we should acquaint ourselves with what activities exist in the community. It was agreed that we should contact the immediate community agencies to determine what activities they sponsor.

Teacher-parent teams were voluntarily formed to visit the recreation center, library, synagogue, and the Baptist, Presbyterian, Lutheran, and Roman Catholic Churches. These teams were instructed to report back in one week, hopefully, with a schedule of activities sponsored by these various community agencies.

The meeting was adjourned early to permit team members time to coordinate their schedules for the community visitations.

The next regularly scheduled meeting of the committee was held on May 28, 1975 for the purposes of reviewing team reports and considering strategies to improve the lack of inter-agency communication.

1. The Feltonville Recreation Center

The recreation center had been contacted and Ms. Estell Goldstein, supervisor, expressed interest in opening the lines of communication between the center and the school. She gave the team members approximately fifty copies of her Spring and Summer Program Schedule, 1975[1] and requested that we distribute them to interested parents and students. A review of the schedule revealed a fine variety of offerings for all age groups. One of the teachers asked a student why he didn't participate in any of these activities. He replied, "I went a couple times but there were never enough kids to keep the groups going. They said they would contact me if they got more kids to sign up. I'm still waitin!"

The committee decided that it would be interesting to follow-up on this schedule, sometime in the future, to see how many of these planned activities are implemented.

The parent member of the center's advisory board volunteered to act as the coordinator between the center and the committee since she would be able to report on their year-round activities.

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[1] Appendix P: Recreation Center Schedule, 1975.

2. The Feltonville Library

Another contact team had met with Mrs. Gottlieb, librarian, who was in the process of planning a summer vacation reading club. She was delighted with our plans to increase communication as she explained there was little contact between the school and the library. She had two reading groups in operation for fourth to seventh grade students, however, only twenty students were participating. She also revealed that three classes from Barton were regularly scheduled to the library for story-telling sessions and book sign-out. Mrs. Gottlieb promised to send future information directly to the school office to assure wider publicity.

3. Churches and Synogogue

The remaining contact teams reported that there were no activities for dissemination at this time at the churches or synogogue. The Catholic Church had some information they were beginning to print concerning religious instructions on Sundays, however, they preferred to disseminate this information to their church parishoners at religious services. The Baptist Church sponsors a cub scout troop and would notify Barton in the Fall when registrations would be taken.

4. Community Publicity

The committee began to discuss ways to publicize these community activities and determined a two-pronged approach: a) the use of the school public address system, and b) the establishment of a "Community Bulletin Board" on which would be displayed the flyers, posters, bulletins, and other announcements of community activities.

The principal offered the use of the "School Awards Bulletin Board" for this purpose since it is in a prime first floor location. One of the teachers offered to set-up and maintain this bulletin board, if the principal would work with her on this project.

5. Assembly Programs

As an additional use of community resources, the principal suggested that the committee could explore the possibility of contacting some of the many agencies, outside the immediate school neighborhood, who have programs of fine educational value for our students. He related that the Barton School had been scheduling three programs per year sponsored by community agencies. These included the "Pedestrian Safety Program" of the Philadelphia Police Department, "Animal Care" from the Pennsylvania Society for the Prevention of Cruelty to Animals, and a film program from the Bell

Telephone Company.

The principal volunteered to gather the names of agencies, the programs offered, and other pertinent details. One of the teachers stated that she would be willing to survey teacher interests and make the necessary arrangements when the program information was received.

It was the consensus of the committee that a major effort should be made in this problem area beginning in September, 1975.

6. Parent Tutoring Project

One of the committee members, the Barton reading teacher, stated that the committee had discussed various solutions to the lack of community involvement, however, no one had mentioned the people-talent that exists in our community. She asked, "Would parents be willing to give their time for tutoring purposes?"

The committee acknowledged that a well-trained group of parent tutors could do much to improve the academic stature of Barton students, therefore, plans were formulated to initiate the Parent Tutoring Project in the Fall, 1975, utilizing the expertise of the reading teacher as the coordinator.

On June 11, 1975, the Community Involvement Committee convened to review progress to date and to consider additional strategies for the accomplishment of the objectives.

1. Community Bulletin Board

The principal stated that he had removed the rather antiquated "Awards Bulletin Board" since some of the awards dated to 1958 and had little relevance to the present Barton students. One of the teacher committee members had posted a clean white backing, a title "Community Happenings" in bold red letters, and various announcements of activities from the recreation center, library, Home and School Association, and the School District of Philadelphia.

The committee responded enthusiastically to the bulletin board as many positive comments had been received pertaining to its prime location and informative postings.

2. Public Address Announcements

As notices were received from the neighborhood community agencies, announcements were made of these activities by the principal on the public address system before they were placed on the community bulletin board. This extra publicity seemed to reap benefits for the community agencies since shortly after the announcements commenced the library and recreation center began requesting these announcements with every activity they sponsored. In summary, a fine working relationship had quickly been established between the school and these two community agencies.

3. September Programs

The reading teacher and the principal revealed that the planning for the assembly programs and the tutoring project had been finalized and were designated to be launched in September, 1975.

4. After-School Activities

The committee discussed various aspects of an after-school program and agreed that, since the school-year was coming to a rapid conclusion, the objective of implementing ten activities to improve peer relationships should begin in September, 1975. The principal offered to survey a random sample of students to determine what activities would be interesting to them. As a beginning, the committee suggested fourteen club activities that were agreed to be popular ones from the committee's past experiences and, therefore, would be included on the survey form.

A discussion then ensued pertaining to the pupil survey[1] conducted by the Attendance Team that was closely related to this end. The committee questioned if the previous survey could be used and it was determined that the previous findings werenot valid for this committee since: a) the students may select differently because of the time allocation; b) none of the lower grades had been previously surveyed; and c) the fact that these activities would be conducted during after-school hours. The survey was, therefore, agreed to and the principal would report the results at the next committee meeting.

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[1] Supra, p.89.

5. Summer Day Camp

In the closing minutes of this meeting, the principal informed the committee that he had been contacted by the Association For Jewish Children to use the school as a day camp site this summer. The planned program would entail daily educational and recreational activities for all Feltonville boys and girls in grades four to six. Ten high school students would be trained as leaders, by two Project PRIDE counselors, to supervise approximately ten students each. Activities would include arts and crafts, games and sports, music, reading, mathematics, and group exercises. The program would be held daily from 9:00 A.M. to 12:30 P.M. with the beginning date scheduled for July 7, 1975. Funding had been approved by the Coordinating Office of Drug and Alcohol Abuse Programs, City of Philadelphia.

The committee endorsed this summer program, therefore, the principal agreed to contact the Central School Facilities Office and request School Board approval.

The last meeting of the Community Involvement Committee for the school-year 1974-1975 was held on June 18, 1975 to review the survey findings and to finalize plans for the summer day camp program.

1. Survey Findings

To conduct the after-school student survey, five classes were randomly selected by the principal, including grades kindergarten, first, fourth, and sixth. He had prepared a survey form[1], duplicated sufficient copies, and requested the five homeroom teachers to administer the document. Results were tabulated by the principal and presented to the committee as represented in Table 10.

The survey directions stated:

> If you had an opportunity to take part in an after-school program what activities would you prefer. Put a check mark next to the five best, listed below. There is space to add to this list if you wish. It is not necessary to sign your name.

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[1] Appendix Q: After-School Program Survey Form.

TABLE 10

Pupil Preferences Of After-School Club Activities

Grade Responses

	Kgn	1	Prim.		4	6	Inte.		Totals	
	N	N	N	%	N	N	N	%	N	%
Drama Club	0	4	4	08	17	3	20	23	24	18
Record Club	0	3	3	06	31	11	42	49	45	34
Arts and Crafts	0	4	4	08	43	16	59	69	63	47
Hockey	0	5	5	10	24	9	33	38	38	28
Intramural Teams	0	1	1	02	20	9	29	34	30	22
Card Playing	0	4	4	08	20	3	23	27	27	20
Trading	0	0	0	0	6	1	7	08	7	05
Cooking	25	4	29	60	38	13	51	59	80	60
Sewing	25	1	26	54	11	7	18	21	44	33
Woodwork	25	3	28	58	38	17	55	64	83	62
Science	0	2	2	04	10	12	22	26	24	18
Ecology	0	0	0	0	4	3	7	08	7	05
Modeling	25	3	28	58	11	8	19	22	47	35
School Beautification	25	5	30	63	15	5	20	23	50	37
Others-Sports	0	0	0	0	3	16	19	22	19	14
Chess	0	0	0	0	0	19	19	22	19	14
Totals	125	39	164		291	152	443		607	

Abbreviations used include N, number; Prim., primary grades; Inte., intermediate grades.
Students surveyed included: 25 kindergarten, 23 first grade, 56 fourth grade, and 31 sixth grade students.

In analyzing the results of Table 10 for the committee, the principal indicated that the clubs selected most frequently throughout the school were woodworking, cooking, arts and crafts, school beautification, modeling, record club and sewing. Of these activities, woodworking, cooking, and sewing were consistent favorites among all grades.

The primary grade students had high preference for school beautification and modeling, while the intermediate grade students indicated high preference for arts and crafts, and the record club.

If the totals for hockey, intramural sports and miscellaneous sports would be grouped, these activities would be the most popular with a 65% overall preference.

The kindergarten class voted as a group. This tended to skew the primary results. It is also important to note that the first grade group only completed 39 responses out of a possible 115.

Fifty-six fourth grade students were surveyed, as opposed to thirty sixth grade students. Both classes selected the same most popular activities, however, the sixth grade class expressed strong interest in chess and miscellaneous sports activities.

All committee members agreed that this data would be useful to the teachers who would consider sponsoring after-school programs in the Fall. The principal, therefore, decided to post the results of this survey on the teacher's bulletin board in September, 1975.

2. Summer Day Camp

The principal reported that he was successful in receiving approval for the Summer Day Camp to be held at Barton, without cost to the Association For Jewish Children. Dr. Michael Marchase, Associate Superintendent of School Facilities, agreed with the principal that this community agency renders service to the students of the School District of Philadelphia far beyond the $2600.00 charge that would normally have been necessary.

The Project PRIDE counselors came into the meeting and distributed a registration flyer announcing the Day Camp.[1] They requested that the Community Involvement Committee distribute the flyers to all interested Barton parents and students. The counselors planned to visit the principals of the Feltonville Elementary School and St. Ambrose Parochial School to explain the program.

The committee ended the schoolyear with a feeling that Barton School was indeed becoming the hub of the Feltonville Community.

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[1] Appendix R: Project PRIDE, Feltonville Day Camp, 1975.

On September 17, 1975, the Community Involvement Committee reconvened, reviewed the progress made to this date, and structured strategies for future implementation.

1. Summer Day Camp

The summer program was a success, as one hundred-eight students actively participated in the program, and ten high school students were trained as tutors. The recreation center donated lunches from their summer program and both programs were able to intermingle and share supplies and facilities.

The principal announced that because of the success of the program, a request would be made for the funding of the Barton Summer Day Camp - 1976, within the next three months.

2. Public Address Announcements

Announcements were being made regularly as notices of community events were received.

3. Parent Tutoring Project

The principal revealed that he had requested volunteers for the Parent Tutoring Project in a recent letter and responses would be returned by the time of our next meeting.

4. Community Bulletin Board

The "Community Happenings Bulletin Board" was reinstated with the title, "What Is Happening?" Notices had been posted from various School District of Philadelphia Central Offices.[1] The local library had also forwarded notices of their activities.[2]

5. Assembly Programs

The principal presented the committee with a listing of approximately thirty community organizations that offer assembly programs for students. Two teacher committee members volunteered to begin contacting these agencies immediately.

The principal also announced that he had made arrangements for two faculty meetings when School District of Philadelphia Central Offices would present programs on "Consumer Education in Your Community" and "Your Community Social Agencies."

6. After-School Clubs

A teacher remarked that she had heard positive comments from teachers about the posting of the summary of the pupil survey on after-school activities. To assure complete openness with the parent and student committee members, the principal read the preliminary statement that was also posted:

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[1] Appendix S: Letter, Associate Superintendent, File #300, May 22, 1975.

[2] Appendix T: Adult Education, The School District of Philadelphia, Division of School Extension.

> Teachers:
> Below is a listing of after-school activities selected by Barton students with the number of students interested in each activity.
> They are referred to those of you who will be volunteering to sponsor an after-school club.
> Look over the list. See if you are qualified in an area of high student interest.
> After-school groups will be formed during the month of October, 1975.
>
> Thank you,
> Wm. J. Wingel
> Principal

At the October meeting of the Community Involvement Committee plans were finalized for the assembly program schedule, the Parent Tutoring Project, and various after-school activities.

1. Assembly Program Schedule

The following schedule was submitted to the committee as a listing of programs that had been finalized; additional programs would be added as contacts were continually being made:

October 17 - 9:00 A.M. to noon, Pa. S.P.C.A., "Caring For your Pets" - All grades.
1:30 P.M. to 3:00P.M. , Saul Agricultural High School, "Career Opportunities" - Grades seven and eight.

October 28 - 1:30 P.M. to 2:15 P.M., Kodak Film, "America", Grades fourth to sixth.

October 31 - 9:45 A.M. to 10:30 A.M., "Halloween Class Presentations", Grades fourth to sixth.
1:00 P.M. to 2:15 P.M., Drs. Carlisle and Klein, "The Academic High School - What It Offers You," Grades seven and eight.

November 7 - 9:45 A.M. to 10:30 A.M., Mary Haasz, "Who Are You?", Grades four to six.
11:15 A.M. to noon, Office of Safety Education, "Your Safety Patrol", Grades kindergarten to fifth.
1:00 P.M. to 1:45 P.M., Office of Safety Education, "Your Safety Patrol", Grades sixth to eighth.

November 12 - 1:00 P.M. to 3:00 P.M., Philadelphia Police Department, "Pedestrian Safety", All grades.

November 14 - 9:15 A.M. to 10:00 A.M. , Young Audiences Concert, "Brass Instruments", Grades fourth to sixth.
10:30 A.M. to 11:15 A.M., Yound Audiences Concert, "Brass Instruments", Grades seven and eight.

November 21 - 1:00 P.M. to 2:15 P.M. - Robert Holden, "Olney High School Career Education Program, Grades fifth to eighth.

December 18 - Barton Orchestra and Chorus Performances, all morning, all grades.
1:00 P.M. to 1:45 P.M., Cy Constantine, "Magic", Grades kindergarten to third.

December 19 - 9:30 A.M. to 10:15 A.M. - Bobby Waker, pianist, Grades seven and eight.
10:30 A.M. to 11:15 A.M. - Bobby Waker, pianist, grades fourth to sixth.

January 9 - 9:45 A.M. to 10:30 A.M., "Fire Safety Project", Grades fourth to sixth.

January 16 - 9:00 A.M. to noon - Olney High School Glee Club, all grades.

February 6 - 9:00 A.M. to 11:00 A.M. - Academy of Fine Arts, Bicentennial Program, all grades.

February 13 - 9:00 A.M. to 10:00 A.M. - Mr. and Mrs. Bertolf, "Slides of North Africa", Grades fourth to eighth.

March 19 - 9:30 A.M. to 11:30 A.M. - Office of Safety Instruction, "Bicycle Safety", all grades.

May 14 - 9:00 A.M. to noon - Office of Safety
Instruction, "Perils of Playing in the Streets",
All grades.

2. After-School Activities

The principal announced that fifteen teachers had volunteered to sponsor after-school activities for the school-year 1975-1976. Within the next week, a letter would be forwarded to parents informing them of these activities and soliciting students for them.[1]

3. Parent Tutoring Project

The principal had included a section in the handbook questionnaire requesting the names of parents available for volunteer service and their preferred times of availability.[2] Twenty-five affirmative responses had been received. The Coordinator of Volunteer Services, therefore, had prepared a final letter for parents notifying them of an orientation meeting on November 26, 1975 and two training dates, December 3, 1975 and December 10, 1975.[3] The Central Office of Volunteer Services had agreed to assign a training specialist for the latter two dates to offer some techniques in the tutorial process.[4]

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[1] Appendix U: Letter, After-School Activities, October 27, 1975.

[2] Appendix V: Handbook Questionnaire, Question 4.

[3] Appendix W: Letter, Coordinator of Volunteer Programs.

[4] Appendix X: Letter, File #319, November 14, 1975.

The principal announced that he had also requested the assignment of student tutors from the local high schools when he spoke to the Central Office of Volunteer Services. In past years, Barton had received fine assistance from these schools and he hoped this practice would continue this year.

On November 18, 1975, the Community Involvement Committee assembled and reviewed some of the strategies that had been implemented.

The Community Bulletin Board was filled with varied community events and additional notices were being received and posted regularly.[1]

The Parent Tutoring Project had received the cooperation of all involved personnel and was proceeding as scheduled.

After-school activities had begun and were amply supplied with eager students. Some modifications were necessary, in the original schedule, to meet the changing needs of the involved students and staff members.

The committee agreed to limit the number of assembly programs to four per month to avoid excessive use of the auditorium. Coordination of the auditorium schedule had become a problem because of the use of the auditorium facility by Barton music groups two days per week, the Home and School Association one day each week, and the regularly scheduled assembly programs, speech classes, District meetings, and similar activities. With the limitation of four programs per month, the principal could foresee no major conflicts in the future.

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[1] Appendix Y: Wyoming Branch Library, October, 1975.

The next regularly scheduled meeting was held on December 22, 1975. The Community Involvement Committee reviewed the original three problems it had identified on May 14, 1975 and agreed that they had been greatly alleviated by the actions of the committee. More after-school activities had been instituted, inter-agency communication had materialized, and volunteer support had been substantially increased, as eighteen parents attended the training sessions and were actively working with Barton children and teachers.[1]

The committee resolved to continue to meet on a monthly basis to increase efforts in these problem areas and to work toward the resolution of the additional problem areas previously identified.

Objective 7 - Drug Prevention

In May, 1975, a request was initiated by the principal to schedule Project PRIDE, the Association For Jewish Children primary drug prevention program, at the Clara Barton School in the Fall. A letter of approval was received on July 15, 1975 and established an initial meeting of the principal and drug counselors on August 28, 1975.[1]

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[1] On January 7, 1976, the principal received confirmation of four high school tutors assigned to the Barton School. See Appendix Z: Letter, Coordinator of Volunteer Services.

At this meeting, basic philosophy and operational procedures were agreed upon, as follows:

1. Philosophy

It was stated that the premise of the Project PRIDE program is that the ingestion of drugs among youth is symptomatic and there would be less drug abuse if youth developed meaningful relationships with significant adults (especially parents and teachers), self-esteem, a better understanding of peer pressure, and better decision-making skills.

2. Operational Procedures

The principal and counselors agreed upon the following operational procedures:

a. The drug prevention program would begin on September 16, 1975 and end on December 5, 1975.

b. Group sessions,consisting of approximately fifteen students per counselor, would be conducted three days per week to discuss student concerns about self, drugs, parents, and peer group influence.

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[1] Appendix AA: Letter, Administrative Assistant, District 7.

c. The principal would notify all affected students and teachers and establish a schedule for the counselors to meet with all fifth, sixth, and seventh grade students once each week. Also, no more than four groups per day would be scheduled to permit the counselors a block of time for consultations.

d. Procedures to be followed in the event of the absence of a counselor were determined.

e. Students who could not adjust to a small group process would be re-scheduled by the principal.

f. The resource counselors would submit a weekly summary of their group sessions to the principal.

g. The principal and counselors would construct a pre-post questionnaire on September 16, 1975 to measure the effectiveness of the program.

On the morning of September 16, 1975, the principal met with the drug counselors to review their schedule and to finalize a pre-post questionnaire for students. Mr. Van Horn, resource counselor, brought with him a survey instrument that could be used with the Barton students.[1] After reviewing the document, the principal agreed to use it since he recognized that this instrument would survey his major areas of concern and adequately measure what the program had accomplished.

It was agreed that Mr. Van Horn would randomly select thirty-six students and administer the questionnaire during the week of September 16, 1975. These same students would be re-inventoried, with minor changes in instrument language, during the last week of the program. The counselor would administer the inventory anonymously to maintain confidentiality.

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[1] Appendix BB: Barton School Drug Prevention Inventory.

When the program began, minor schedule problems arose, however, they were quickly remedied by the principal. The counselors worked well with students and staff alike and became an integral part of the Barton Improvement Program, until their departure on December 5, 1975.

Objective 8 - School Spirit

In the middle of April, 1975, the principal met with the President of the Home and School Association and outlined his plans for the promotion of various activities to improve school spirit. He requested financial support for these projects because of the important effect they could have on increasing pupil attendance and reducing pupil disruptive behavior. It was agreed that the Home and School Association would underwrite all programs as long as their treasury was solvent, and the programs were reasonable in financial cost. In fact, the President of the Home and School Association stated, "Our whole purpose for existing is to improve this school for the benefit of the kids. If you want to try to improve the school spirit, we're behind you one-hundred percent. I know my executive board will agree. Is there anything else you want the parents to do?" With this opening, the principal expressed his displeasure that the Barton

School did not have a school store. He asked if the parents would consider such an undertaking. He explained that it would entail borrowing funds from the Home and School Association Treasury to purchase the necessary items, however, in time these monies would be repaid and the store account would operate within its own funding. Also, a schedule must be established for volunteer parents to sell the merchandise. The principal volunteered space in the first floor hallway, an unused display case, and a large lockable metal cabinet for the storage of merchandise.

The President of the Home and School Association agreed to a trial period of two months with the understanding that if the articles did not sell sufficiently to warrant the expenditure of time and effort, the store would be closed and all items would be sold immediately or stored away for future bazaars.

The principal then suggested that tee shirts, with the name of the school printed on the front, would be a logical sale item to improve school spirit. The President agreed and the May Newsletter included the following announcement:

> Dear Parents and Students:
>
> The Barton Home and School Association and faculty would like to interest you in Barton Tee Shirts. We would like to arouse school spirit, by having the students wear their school colors proudly. The tee shirts are white with red binding around the neck and sleeves with Barton School on the front. They are just $2.00 each. The attached

> form gives the range of sizes for students and adults. Please complete the form, then we can fill the orders. Money must accompany the orders. The shirts will take approximately three weeks. The orders will be taken May 5th and May 19th.

At the May 14, 1975 meeting of the Public Relations Committee two of the hindrances to positive public relations were a lack of pride within the school and the lack of symbols to represent the school.[1] At this meeting, the principal familiarized the committee with the planning that had been undertaken to initiate a school store and the overwhelming response to the tee shirt sale that resulted in two hundred forty-three orders.

On May 28, 1975, the Public Relations Committee decided on seven activities that would tend to improve school spirit and agreed to be responsible for their implementation.

1. Newspaper Publicity

   An ad hoc committee was formed and its objectives, activities, and evaluative criteria are included within the sections of Objective 5.

2. 50th Anniversary Celebration

   The committee planned to structure a week of activities to celebrate the 50th Anniversary of the founding of Barton School and a parent committee member volunteered to coordinate these activities with the Home and School Association Executive Board.

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[1] Supra, p. 105.

3. School Scrapbook

A teacher and two students consented to collect photographs, newspaper articles, and other items of interest to construct the Barton School Scrapbook for 1975-1976. The committee concurred that this activity should occur on a yearly basis to provide background and tradition for future school people.

4. Bulletin Board Posters- Displays

One of the teachers and a student volunteered to prepare posters and displays that would publicize school activities that would tend to increase school spirit.

5. Assembly Programs

Two teachers and a parent offered their expertise in contacting all staff members and the Home and School Association in an effort to promote assembly programs of classroom and school projects that could tend to improve school spirit. These programs would be coordinated with the principal to avoid auditorium schedule conflicts.

6. School Newspaper

A teacher and student offered to initiate a school newspaper. The committee, however, recognized this to be a major undertaking and decided that the other school projects receive priority. It was decided that this activity could be activated with an initial issue in June, 1976.

7. Barton History

The principal stated that he would include an article in the school handbook on the history of the school. The committee concurred that Barton's history should be updated periodically and the principal consented to do so.

At the next meeting of the Public Relations Committee, on June 4, 1975, reports were made on some of the implemented activities and additional strategies were suggested.

1. School Photography Class

The principal revealed that he had spoken to the teacher and the students of the Alternative Program about becoming the official photographers for the school, since they had the talents and were amply supplied with cameras and other types of audio-visual equipment. The teacher and students were delighted. The Public Relations Committee agreed that the photographic publicity could be a worthwhile contribution to the improvement of school spirit for many students and, in particular, for the Alternative Program students.

2. School Song

The committee members expressed the feeling that a rejuvenation was taking place at Barton and perhaps the music teacher could write a new school song that would explain this new feeling for all to hear and benefit from. One of the parent committee members consented to speak to the music teacher about this idea.

3. School Mascot

One of the students suggested that Barton needed a mascot and the committee members agreed that it would be beneficial to have a symbol to identify with Barton School. One of the teachers volunteered to sponsor a school-wide pupil contest to select a mascot. The following notice was prominently displayed throughout the school on June 6, 1975:

> WANTED:
>
> A BARTON SYMBOL
>
> or MASCOT
>
> Write your suggestions on a 3 by 5 card with your name, grade, and homeroom number. Return them to the school office no later than Wednesday, June 11th.
> The best suggestions will be voted on by the students soon!

4. Assembly Programs

All fourth to sixth grade teachers and the three special education teachers had agreed to plan monthly assembly programs beginning in September, 1975.

5. School Store

It was reported that the tee shirt sale was an outstanding success and additional shirts had been purchased from the proceeds to stock all student and adult sizes for immediate purchase. Other items ordered for the store included notebooks, pens, paper, Barton pencils, erasers, Barton book covers, reinforcements, dividers, book straps, Barton pennants, memo pads, and Barton buttons.

On June 11, 1975, the Public Relations Committee met and continued its quest for activities to improve school spirit.

It was reported that a new school song would be planned for the Fall, 1975.

The teacher-sponsor reported that one hundred-eighty responses were received for the Barton mascot contest. The committee decided that the teacher should delineate these to the five or six most popular choices for a student vote to be held prior to the end of June.

One of the student committee members suggested that the students would like to have a Play Day activity this year. The committee agreed that a Play Day could be a worthwhile activity to improve school spirit, however, it must be planned carefully. The committee concurred with the concept for implementation in 1976, since time would not permit the proper planning of class demonstrations, dances, races, and like activities for this school year.

On June 16, 1975, the students voted in each homeroom section, by written ballot, to select a Barton mascot. The six most popular preliminary entries were bears, braves, bobcats, beavers, bulls, and bees. The winning selection was bobcats which received four hundred ninety-three votes.

The Public Relations Committee reconvened on September 17, 1975 to evaluate the implemented activities and to suggest additional strategies to improve school spirit.

1. School Store

It was reported that the school store was continuing to be tremendously popular with the students and the Home and School Association had realized considerable financial gain, even though the prices on merchandise had been kept to a minimum. Barton tee shirts were visible throughout the school and neighborhood and the committee acknowledged that this engendered a pride in Barton School.

2. School Song

One of the students suggested that the committee plan a student contest to write a new school song. The committee agreed that this activity could promote more interest and spirit than if the song had been written by the music teacher, therefore, it was deceded to announce a school song contest in conjunction with the regular music program. The principal suggested that the committee plan some guidelines for our next meeting since the writing of a song was not an easy task for children to accomplish.

A suggestion was made, by one of the teachers, that perhaps one of our present school songs would be usable. None of the committee members had heard any of the existing school songs, therefore, the principal agreed to have the music teacher present the current songs at the next committee meeting.

3. Safety Patrol Program

To increase spirit among the safety patrol members, the committee planned three assembly programs at which time each safety patrol sponsor would outline the duties of squad members, the responsibilities of the students, and introduce each squad member as he/she stood on the auditorium stage. The committee concurred that this type of activity would encourage better esprit among the students of the indoor, outdoor, and welfare safety squads and also tend to decrease discipline problems among students in the patrol areas.

4. Student Radio Station

The principal informed the committee that a request had been made in June, by a student on the Attendance Team, to initiate a student-run radio station at Barton School. Following up an inquiry by the principal, one of the Alternative Program classes had volunteered to establish the station. Preparatory meetings between the teacher and principal had finalized a weekly broadcast of music requests, club meetings, Home and School Association activities, special assembly programs, student award winners, and items that students wish to trade or sell.

It was anticipated that by November, 1975, the station could broadcast two days a week and include interviews with neighborhood personalities, contest winners, and items of interest in the community.

Student broadcasters were being trained by the teacher in the proper use of the public address system.

The principal had met with the teacher's building committee to inform them of his plan and listen to their suggestions. It was agreed that prime time would be the 8:45 A.M. to 9:00 A.M. segment of the day when all students were in their homerooms. It was at this time when announcements would reach the largest audience.

The Public Relations Committee agreed with the plans made for this activity and within a week posters were displayed throughout the building announcing:

CLARA BARTON BOBCAT RADIO STATION

The "C.B.B." Radio Station will soon be on the air, fully operated by Barton students.

1. Send music requests to Room 205, include your name and room number.
2. If you would like to make an announcement talk to Ms. Zalkin.
3. Items of interest should be forwarded to Room 205.
4. Do you know of any activities that we should know about? Talk to one of the students in Room 205.
5. If you have belonging you want to trade or sell, see Ms. Zalkin.

Signing Off,
The Barton Bobcat
Radio Announcers
Room 205

5. Suggestion Box

The principal announced that he was going to make a permanent suggestion box to be located outside the school office. He requested that the committee circulate this information and revealed that an announcement would be made on the public address system requesting suggestions from everybody on how to further improve Barton School.

The Public Relations Committee reconvened on October 15, 1975 to review school songs and to evaluate past and future strategies.

1. School Songs

The Barton music teacher had prepared three songs that the principal had provided her from the files in the school office. One was titled "Barton School Song" and had been written by a former principal in 1940. The two other selections were the "Barton Victory March" and "The Barton Fight Song"; these had no composer listed on the old and yellowed music sheets. The songs were presented with a ten member student chorus accompanied by the music teacher at the piano.

After the presentation of the"Barton School Song", written in a hymn style, the committee members looked at one another in disbelief, however, not a word was spoken. When the final two numbers were completed, the principal thanked the students for their fine performance and returned them to their regular classrooms. The committee began to discuss the songs with the music teacher. One of the parents exclaimed, "I've never heard such goodie-goodie music in all my life!" A teacher said, "I've been here for eighteen years, now I know why I never heard them before." The student members of the committee just giggled.

It was obvious to the committee that what was acceptable thirty years ago was not today and that the committee should, therefore, suggest guidelines for a school song contest. After some discussion, it was decided that students should select a popular song and add to it their own words about Barton. It was additionally agreed that the principal would announce these contest guidelines on the public address system within the next week and set a deadline of January 1, 1976 for the submission of songs. This time frame was recommended by the music teacher to allow her sufficient time to teach classes how to write lyrics.

2. Bobcat Contest

One of the parents suggested that the Home and School Association should sponsor an art contest for students to draw a face of the Barton Bobcat. It was recommended that this drawing could then be used as the official bobcat on the tee shirts, notebooks, and other similar items. The committee concurred and the principal stated that he would discuss possible awards with the President of the Home and School Association and report back at the next committee meeting.

3. Pride in the School Building

The principal revealed that one glaring problem that had not been resolved was the graffiti on the walls of the lavatories and the general carelessness of some students toward school property. The Discipline Committee had struggled with this problem and decided they could not resolve it because of a lack of adequate supervision and student pride in the care of the school building. The principal asked the student members of the committee to think about this problem before our next meeting and return with some corrective actions that they think would be workable.

On November 20, 1975, the committee assembled to continue the ongoing process of promoting activities to improve school spirit. Items on the agenda included the status of the Bobcat Poster Contest, the School Song Contest, the Bobcat Radio Station, safety assemblies, and the consideration of additional strategies.

1. Bobcat Poster Contest

The principal informed the committee that the Home and School Association would offer Barton tee shirts and pennants to each winner of the contest. The art teachers had agreed todevote two weeks of instructional time to the technique of drawing faces and to collect the finished art work. The principal agreed to display the entries in the first floor hallway and the Public Relations Committee would act as judges to select three winning posters. The contest dates were set to begin on December 1, 1975 and conclude on December 19, 1975.

2. School Song Contest

The principal revealed that only one song had been submitted to date.

3. Bobcat Radio Station

All committee members expressed pleasure with the manner in which the students demonstrated their abilities in this area. Initially, the technical aspects of the broadcasts caused difficulties. The sound was not uniformly distributed throughout the building, therefore, on some floors the voices were too loud, yet too low in classrooms on the same floor. Some broadcasters indicated nervousness in the speed of their presentation; some were garbled.

The committee agreed that these technical difficulties had been satisfactorily rectified and the present two broadcasts per week were of immeasurable benefit to all Barton personnel.

4. Safety Assemblies

Three safety assemblies were completed on November 7, 1975 and were heartily endorsed by staff and students alike. The safeties were afforded the recognition they truly deserve and staff sponsors have noticed increased pride and dedication among their squad members.

5. Pride in the School Building

The student members of the Public Relations Committee were asked what solutions they had reached concerning the graffiti in the lavatories and the carelessness of some students toward school property. One student explained that he felt most problems arise from the students who come to Barton in seventh grade from other schools.[1] "They don't have pride in our school because they haven't been here long enough and so many of them are tough kids kicked out of other schools." The principal agreed that what he said was true, but we have to live with that condition because of the transfer policies in the School District of Philadelphia. Another student responded with several concrete suggestions:

a. Teachers should stress cleanliness and sanitation in their health classes.
b. Place signs around the building as reminders to keep the school clean.
c. Send safeties in the lavatories as monitors.
d. Use the public address system to stress pride in our school building.
e. Remind students of the tremendous cost to repair broken school property, of graffiti removal, and to clean the school.

6. Barton Anniversary Week

The committee began to plan activities for Barton's 50th Anniversary, however, time for this meeting ran out and each member was requested to return to the next meeting with ideas for diversified activities.

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[1] Approximately sixty percent of the 8/7 students are enrolled from other schools to relieve overcrowding.

On December 22, 1975, the Public Relations Committee convened to evaluate progress, to judge the Bobcat Contest winners, and to continue planning activities for the Barton Anniversary Week. A listing was made of all activities sponsored by the committee to improve school spirit.

1. Completed Activities
    a. Mascot Contest
    b. Safety Patrols Program
    c. Bobcat Poster Contest
2. Ongoing Activities
    a. School Store
    b. School Scrapbook
    c. Assembly Programs
    d. Barton History
    e. Photography Class
    f. School Song
    g. Student Radio Station
    h. Student Pride in Building
3. Future Activities
    a. School Newspaper
    b. 50th Anniversary Week
    c. School Photo Directory
4. Student Pride in the School Building

The committee concurred, after reviewing the student suggestions from the last meeting, that the initial approaches to the problem could be taken by the teachers and principal, however, the long-term solution lay in the students themselves. The committee, therefore, recommended that the student members of the committee meet with the Student Council to discuss the problems and seek solutions. It was stated that perhaps the Student Council would have additional solutions.

5. Bobcat Contest

The principal escorted the committee to the displayed bobcat drawings in the first floor hallway and, after some discussion, four were selected. The winners ranged from third to eighth grade. Their prizes would be awarded in the afternoon by the President of the Home and School Association.

6. 50th Anniversary Week

After considerable discussion, the following week of activities were agreed upon to celebrate the 50th Anniversary of Barton School:

a. Monday, May 3, 1976
Open House - 9:00 A.M. to 3:00 P.M.- All alumni and parents may visit the school. The principal would prepare the school and the parents would act as guides.

Dinner - 6:00 P.M. - Schwartzwald Inn - Parents would take care of all arrangements.

b. Tuesday, May 4, 1976
School Color Day - All Barton people will wear red and white school colors.

c. Wednesday, May 5, 1976
Play Day - Each class will present a demonstration, dance, or participate in athletic events in the schoolyard.

d. Thursday, May 6, 1976
Bazaar and Plant Sale - Parents will prepare

tables to sell merchandise, candy, plants, and other food items. Some classes will participate by making pot holders, handkerchiefs, and other saleable merchandise.

e. Friday, May 7, 1976
Barton Roundup Day - The school chorus will present three assembly programs of popular, sing-along music.

The Public Relations Committee will have a major role in the implementation of many activities planned during the anniversary week. The school will be decorated with red and white streamers. Posters and bulletin boards will proudly display the Improvement Program Activities. The Barton Scrapbook will be on display outside the school office. Publicity will be forwarded to the local news media, television stations, and the radio community service departments. All Barton personnel, alumni, and friends will be oriented to the many activities by the Bobcat Radio Station.

On Tuesday, December 23, 1975, the President of the Student Council reported to the principal that a group of students had formed the Barton Beautification Committee to improve the appearance of the school and to keep students aware of the need for cleanliness. An upper grade teacher consented to sponsor this committee and a meeting was scheduled with the principal on Tuesday, January 6, 1976 to explore the overall problem and possible solutions.

Objective 9 - Primary Grade Curricular Program

It has been said that our total educational establishment:

> ... proceeds on assumptions that sooner or later defeat both children and their teachers. The first of these is that the child's cognitive learning is more important than the child - that this learning must take place on schedule, that all first graders must read no matter what the effort to teach them does to their personalities, to their self-concepts; that acquiring cognitive learning on schedule is so all-important that we make a desparate attempt to achieve it even if, in the words of Jonathan Kozol, it means "death at an early age." What we need is an educational program in which the child as a person is more important than his day-to-day cognitive learning - a school, a home, and a community which in close coordination help the child to respect himself more each passing day.[1]

To establish such a program, the principal met with the teacher of the intermediate grade alternative program, in April and May of 1975, and planned the following program to be implemented in September, 1975.

1. Definition of the Problem

Many students, as a reflection of the community, demonstrate excessive social, emotional, and material needs that cannot be met in the school's conventional program. These needs, as well as the frustration of continued failure, are further reflected in the student's damaged self-images and their inability to cope with the academic and social expectations of a traditional classroom. Deviant behavior patterns, symptomatic of such environmental conditions, are common among these children.

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[1] Ernest O. Melby, The Community School: A Social Imperative, Dubuque, Iowa: Kendall/Hunt Publ. Co., 1972, p. 22.

The target population for this program was those second to fourth grade students described by school personnel as disruptive, disturbed, underachieving, and/or slow learning, and whose needs included:

a. An instructional environment which allows them the freedom to act out and deal with their behaviors, and also helps them to adjust to "acceptable" behaviors expected in conventional classrooms;

b. Exposure to a variety of different educational experiences that foster growth in the cognitive and affective areas;

c. The positive reinforcement for task success and clearly delineated behavior expectations that are an integral part of a behavior modification classroom management approach.

2. Program Goals

To help each student change his attitude toward school activities.

To encourage and help each child to change in classroom behavior, social maturity, and motivation/interest.

To help each child improve in the basic skills of reading, written expression, and mathematics.

3. Program Approach and Activities

The Primary Grade Curricular Program, also known as the Primary Alternative Program, offered a blending of the affective and behavioral approaches to education; that is, it concentrated on the development of the individual and his self-image while providing the structure that the individual needs for growth within a behavior modification program.

Visual literacy, with its integrant role of multimedia, was the major focus of the program. Dr. Stephen Barley, Educational Specialist for Eastman Kodak, describes visual literacy as the use of the language of pictures as a primary form of representative language that will later be used as a foundation for the development of the higher level skills required to master our symbolic language.[1]

There are, however, many definitions of visual literacy. One element common to all is the concern to develop, "... skills that make an individual deft and clever in crafting visual messages and subtle and sensitive in 'reading' and interpreting the visual messages of others."[2]

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[1] Steven D. Barley, Visuals Are A Language, p. 4.

[2] Eastman Kodak Company, The Elephants of Visual Literacy, New York, p. 3.

The development of language arts and arithmetic skills were facilitated by the motivating influence of the media. The organization, preparation, productction, and presentation of media materials provided active educational experiences through which the students learned and strengthened basic skills.

The Primary Alternative Program took the student through a series of developmental relationships and interactions. During the beginning of the program, activities that strengthened the student's positive self-image were emphasized. With confidence in himself, the student should be prepared to show concern for and participate in responsible relationships with his peer group and adults both in and outside of the instructional environment. At that time the focus was on developing socialization skills within the classroom and home, and then within the school and neighborhood communities.

The curriculum components included a combination of prescriptive teaching and the more informal, yet equally important, learning that takes place during the more creative and social periods of the school day.

The program learning activities included:

a. role-playing, puppeting, and socio-drama
b. teacher-student(s) and counselor-student(s) conferences
c. small and large group discussions, spontaneous and planned

d. private and group telephone sessions, spontaneous and planned.
e. taping-listening sessions, private and group
f. photography: making a pin hole camera; individual and group sessions using cameras in the classroom, school, and community; processing, developing, and printing
g. organizing, planning, and preparing photojournalism materials
h. audio taping in the classroom, school, and community
i. film making within the classroom, school, and community
j. writing news articles
k. producing a newsletter
l. organizing news broadcasts
m. designing and using instructional games
n. producing mini-books
o. charting and graphing academic and social growth
p. collection, counting, and banking of points
q. field trips in conjunction to learning activities to a community agency (YWCA), a photography studio (Mel Richman), a television and radio station (WCAU), a film-making studio (Universal), a telephone communications office (Franklin Institute and the Bell Telephone Office Tour), a food production plant (Conta-Luna) and the Consumer Protection Bureau.

4. Criteria For Student Selection

A maximum of twenty second, third, and fourth grade students were eligible for admission into the program. Using referrals from the classroom teachers as a starting point, an advisory committee composed of the principal, administrative assistant, counselor, teacher, and the reading teacher evaluated each child's eligibility in terms of his:

a. classroom behavior, as described by the recommending teacher (s),

b. general school behavior, as described by other school personnel,

c. record of lateness and absences, as indicated on his roll sheet,

d. academic functioning, as indicated by the recommending teacher(s) and/or student's school records, and

e. achievement test scores, as recorded in the student's pupil records.

Students demonstrating the most disruptive behavior and the lowest academic achievement were placed highest on the eligibility list. Disruptive behavior was defined to include physical and oral aggression, defiance of authority, continued violation of school regulations, disruptiveness in the classroom or school, and truancy.

The first twenty eligible students, whose parents accepted placement and agreed to be supportive and cooperative, comprised the class. A waiting list was maintained so that as students were re-integrated into regular classrooms, their places in the program are quickly filled.

5. Staff Requirements

A full-time teacher and a part-time classroom aide were needed to implement the Primary Alternative Program. Criteria used in the selection of the teacher included: experience in the use of behavior modification, prescriptive teaching, and the media as an instructional tool; experience with and sensitivity toward students like those eligible for this program; a basic personality that reflects flexibility and empathy but permits the setting of limits and the establishing of controls; demonstrated creativity in classroom management and teaching techniques; and an expressed interest in filling the position of teacher of the Primary Grade Curricular Program.

A classroom aide with previous tutorial experience in an elementary school educational setting was, desirable, therefore, the aide from the Intermediate Alternative Program was shared by both programs.

6. Building Requirements

The Barton School provided the basic classroom laboratory for the program. The principal made some necessary room changes to assure the location of this program contiguous to the Intermediate Alternative Program to ease the use of shared personnel and equipment.

7. Community Involvement

Parents were involved in the program from its beginning in that they were apprised of the nature and purposes of the class and were required to permit and support their child's participation. In addition, parents were requested to provide verbal and written reports concerning their child's growth in the academic and socialization skills. Parent conferences were scheduled to assist parents' follow-through of behavior modification techniques at home.

Professional and para-professional members of the school community were involved in several ways. They had been included when the nature and purposes of the program were presented. They were requested periodically to provide verbal and written reports of students' behavior outside of the classroom. Teachers were more integrally involved as students are gradually re-integrated into the more traditional/conventional classroom settings.

All members of the school community were invited to visit the Primary Grade Curricular Program classroom.

Parents and other members of the community were called upon to assist the teacher and students in classroom projects. Members of the Home and School Association and high school students in work-study programs provided tutorial services and accompanied the class on field trips.

The community-at-large was involved with the program by providing for field trips, speakers on relevant topics, and the very substance for visual literacy experiences.

Community agencies provided consultation services to the program's staff, students, and parents in the areas of mental health, consumer education, and social services.

8. Information Dissemination

Parents were informed periodically as to the program's activities and their child's progress.

Indicative of the general influence of the mass media as the major channel of communication and learning for society, and the more specific emphasis on the media as the core of this program, information concerning this project was disseminated through:

a. A film presentation that was shown and discussed at an assembly, in individual classrooms, at a Home and School Association Meeting, and at a faculty meeting.

b. Photo-literature created, designed, and displayed by students.

c. Newsletters produced by the students and staff telling about speakers, trips, events, and activities.

d. Articles written by students and staff published in local newspapers and in professional magazines.

e. Use of the classroom telephone by the students and staff.

9. Time Line

To assure an orderly procedure in the implementation of the program, the following time-line was established:

a. Planning Time - April, May
b. Ordering of Materials - June
c. Selection of Students - April, May

d. Parent Conferences - May, June
e. Staff Selection - May, June
f. Staff Development - June, September, December
g. Information Dissemination - April, May, June
h. Student Evaluation - December, March, June
i. Program Evaluation - September, December, March, and June

10. Budget

The following budgetary expenditures were realized:

a. Teacher ($15,000)
b. Aide (part-time) ($4,500)
c. Books, supplies, equipment, travel ($2,500)

The teacher cost was assumed by the School District of Philadelphia Operating Budget. The aide salary was provided by the Central Alternative Programs Office. The costs for books, supplies, and so on were assumed by the Alternative Programs Office and the Clara Barton Operating Budget.

11. Daily Lesson Planning

The 9:00 A.M. to 12:00 noon hours consisted of a team teaching program in which students exchanged classes to receive academic as well as media activities and skills. A solid program in reading and mathematics skills occurred in this time segment.

The afternoons were organized for special events and happenings such as film production, creative dramatics, or special parties and contests.

The Alternative Program teachers divided instructional areas of responsibility as follows:

a. Primary Teacher - reading, spelling, language arts, study skills, and handwriting.

b. Intermediate Teacher - mathematics, media experiences, free time, science, social studies.

The overall program was reviewed with the Director of Alternative Programs, School District of Philadelphia, in April, 1975, and received his immediate approval to proceed with teacher and student selection.

In early May, 1975, the principal posted the criteria for teacher selection on the teacher's bulletin board. Two staff members applied for the position, however, one declined when told of the student selection criteria. The remaining candidate had a wide background and filled the criteria amply. Her orientation began immediately as she studied the written proposal, conferred with the Intermediate Alternative Program teacher, and assisted in the selection of student candidates.

By June 3, 1975, parents had been consulted and the prioritized listing of students was completed. Twenty students were selected and the principal organized the class and made the necessary room changes to be effective in September, 1975.

The time-line was carefully adhered to in an effort to assure the orderly flow of materials, books, and other aspects of the program.

With the opening of school on September 4, 1975, the Primary Alternative Program was in complete functional operation. Several previously assigned students moved during the summer, however, the prioritized list quickly filled these vacancies.

Observations and occasional visits to the classroom, between September and December, 1975, substantiated to the principal the exceptional abilities of the teacher and the apparent progress being made by the assigned students.

Objective 10 - Remedial Reading Program

The Barton School composite score of the 1975 California Achievement Test indicated a 3% increase in the 16th percentile category when compared with the composite score achieved in 1970. To overcome this drastic reduction in Barton pupil achievement, the principal planned the following remedial reading instructional program.

1. Definition of the Problem

The principal had become alarmed at the ever-increasing number of students who score in the 16th percentile of the California Achievement Test. Of particular concern were those upper grade students who were reading on a primary-grade level and would soon be in high school unable to cope with the required readings.

2. Program Approach and Activities

The principal planned a two-faceted approach to the problem. Remedial classes of eight to ten students were established with the Language Skills Teacher and a developmental reading teacher to provide specialized instruction in phonics and remedial reading for a ten week period.

The program was rostered one period per week and was in addition to the regular developmental reading program. Roster revisions were accomplished by supplanting a minor subject.

The curriculum materials were ordered from the regular School District of Philadelphia textbook and instructional aids listings. The basic developmental reading textbook used was the Scott, Foresman Basal Series, 1965 edition, with supplemental materials from Science Research Associates, Lyons Carnahan, varied phonics skillbooks, and teacher prepared materials.

3. Program Objectives

   a. To help each student increase his functional reading level a minimum of six months in the ten week program, as measured by the Informal Reading Inventory.[1]

   b. To maintain and improve each student's phonics skills as measured by the Botel Phonics Test.[2]

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[1] Appendix CC: Group Informal Reading Inventory.

[2] Appendix DD: Morton Botel's Phonics Mastery Test.

4. Student Selection Criteria

Students in the eighth and seventh grades, who scored in the 16th percentile of the Composite California Achievement Test, were prioritized for inclusion in the remedial program for one report period of nine to ten weeks. This limited assignment was purposefully designed to afford an optimum opportunity for growth and to permit more students to benefit from the program.

As structured, the program would service between seventy-four to eighty students during the school year.

In unique situations, a student could be extended beyond the ten week period, however, one major aspect of the program was that a student would be told he had this specialized opportunity for only ten weeks. During the ten weeks, the student should develop study skills that he will be able to follow-up at the completion of the program. In essence, each student should be motivated by this "shot in the arm" to work to improve his reading abilities after ten weeks of intensive training.[1]

5. Building Requirements

Regular classrooms in the Barton School were used by each teacher to avoid any possibility of humiliation or reluctance by the students to participate in the program. Possible peer pressure toward these students may have developed if they were assigned to a specialized tutoring room.

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[1] It has been the principal's experience that specialized programs that are drawn out, too often lose their effectiveness because students respond to short-term objectives.

6. Operational Procedures

All final aspects of the program were solidified when the principal met with the teachers on May 12, 1975.

a. Requisitions were prepared for supplementary materials. Textbooks and reading kits were already on hand.

b. The use of materials within the class was left to the discretion of the teachers.

c. An inventory of phonics skills and the functional reading levels of all students was taken by the teachers on a pre-post basis.

d. The principal scheduled this class for the developmental reading teacher when he finalized the upper grade departmentalized roster for September, 1975.

e. Each teacher was informed that parent tutors would be available when requested.

On June 2, 1975, the principal met with the teachers and developed the listing of student candidates from the 1975 California Achievement Test Scores.

Between September 9, 1975 and November 14, 1975, the first group of students was actively involved in the remediation program. Several specialized phonics instructional aids were late being delivered from the publishing company, however, no major problems arose during this period of time.

Two parent tutors were utilized for individualized instruction by the Language Skills Teacher, however, the developmental reading teacher preferred to work without tutors.

The second group of students began to receive their remedial reading instruction on November 17, 1975 and will terminate their involvement on January 31, 1976.

EVALUATION

Objective 1 - Overall and Physical Plant

In the following sections, the principal will list each problem area identified in the Needs Assessment Survey of January, 1975 and either state the strategy solutions or refer the reader to a practicum objective designed to resolve that problem area.

1. Discipline

To implement corrective strategies in this problem area, the principal formed the Discipline Committee which has written a new Pupil Code of Behavior. In addition, the principal prepared the Barton Handbook which contains information and regulations that should alleviate the occurrence of some discipline problems. Corrective strategies in this area of concern are discussed in Objectives 2 and 4.

2. Drug Usage

To help students develop an improved self-image, a better understanding of peer pressure, and an increased facility in group discussions, an eleven-week drug prevention program was implemented through the cooperation of Project PRIDE, the primary drug prevention program of the Association For Jewish Children. The details of this program are included within Objective 7.

3. Program/Curriculum

To implement corrective strategies in this area of need, a dual program was designed; namely, to publicize the positive aspects of existing programs and to establish two specialized curricular programs for students in need of individualized instruction. Corrective strategies pertaining to positive publicity are discussed within Objective 5. while the details of the implementation of curricular programs will be found with Objectives 9 and 10.

4. Community Facilities Usage

To investigate the lack of community facilities or the lack of use of them, a Community Involvement Committee was formed and implemented various activities to bring about a closer relationship between the school and community. These activities are discussed in Objective 6.

5. Pupil Peer Relationships

To improve peer relationships the principal convened the Community Involvement Committee to institute corrective programs in this problem area. The various aspects of their activities are found with Objective 6.

6. Physical Plant Facilities

The principal executed various strategies pertaining to some physical plant needs that were identified in the needs assessment survey, as follows:

a. interior painting

The interior of Barton School was painted prior to the end of May, 1975. This project had been scheduled by the principal several years previous to the administration of the needs assessment survey.

b. woodshop

The installation of an Industrial Materials Laboratory had been authorized in 1975, at a projected cost of $36,600.00, and scheduled for completion in fiscal year 1976.[1]

c. science laboratory

A modernization of the present upper-grade science facility has been authorized for completion in fiscal year 1977 at an estimated cost of $22,400.00.[2]

d. outdoor lighting

The authorization for outdoor overhead floodlights has been approved in the maintenance operating budget for installation during fiscal year 1976.

In addition to the physical plant facilities specified in the needs assessment surveys, the principal instituted requests for renovations to reduce the possibility of vandalism[3] and to further update various Barton School facilities.[4]

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[1] Appendix EE: Letter, Director of School Planning.

[2] Appendix FF: Alterations and Improvements, Capital Program, 1976-1981.

[3] Appendix GG: Memorandum, Director of School Facilities Planning, August 22, 1975.

[4] Appendix HH: Letter, Director of School Facilities Planning, December 18, 1975.

7. Safety of Children

To dispel some of the anxiety expressed by parents in the needs assessment surveys, concerning their children's safety going to and from Barton School, the principal examined the school neighborhood for physical hazards. He requested the pruning of eleven sycamore trees that had not been trimmed since 1957. These trees were extremely large and presented a hazard to children from dead overgrown branches. After months of negotiations, the work was completed on December 9, 1975.[1]

On November 14, 1975, the principal initiated a request for the installation of new 15 M.P.H. School Speed Limit signs on the major streets around the school and to have four-way Stop signs installed at a dangerous intersection. This crossing had insufficient vehicular traffic to warrant a crossing guard, however, the authorities recognized its dangerous potential and signs were posted on January 14, 1976.[2]

Objective 2 - Discipline

The Clara Barton School Student Code of Behavior - 1975 was distributed to all students and parents during the week of November 17, 1975.

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[1] Appendix II: Letter, Director of the Mayor's Office For Information and Service, December 23, 1975.

[2] Appendix JJ: Letter, Traffic Investigation Engineer, City of Philadelphia.

To determine the effect of publicity and representative involvement in reducing the number of pupil suspensions, the following data was retrieved and is presented in Table 11.

TABLE 11

A Comparison Of The Number And Percent Of Change In Pupil Suspensions - April-December (1974-1975)

Suspensions

	1974	1975	%
Apr.	46	44	-4
May	44	50	+12
June	32	29	-9
Sept.	16	8	-50
Oct.	30	21	-30
Nov.	26	11	-58
Dec.	21	18	-14

An analysis of the results of Table 11 reveals that variable effects are indicated during the initial months of April, May, and June when little or no publicity was released pertaining to the discipline program. It appears, also, that representative participation had an insignificant effect on the number of pupil suspensions during these three months.

Significant monthly changes are indicated beginning in September, 1975 when a 50% reduction in the number of pupil suspensions was recorded. A major publicity article was released on the improvement program in mid-June, 1975, too late to have any effect on the suspension totals for June. This may have been a factor in the September reduction. Also, announcements were made on the public address system and notices of committee meetings were sent home with the students, beginning in September, 1975.

The month of November, 1975 indicated exceptional progress in the reduction of pupil suspensions. This may be a reflection of the special assembly programs that were conducted by the principal on this topic.

In essence, the findings clearly indicate that publicity and representative involvement appear to have had a considerable effect in reducing the number of pupil suspensions even before the code was implemented.

An analysis of the December, 1975 results in Table 11 indicates a 14% reduction in the number of suspensions when compared to December, 1974, therefore, the practicum objective of reducing pupil suspensions by a minimum of 10% was realized.

Objective 3 - Attendance

To determine progress toward a 2% increase in the percentage of pupil attendance, the principal retrieved monthly data for presentation in Table 12. An analysis of the results of Table 12 reveals that a 1% average increase was realized when comparing the average daily attendance percentages from May 1, 1974 to January 1, 1975 and May 1, 1975 to January 1, 1976. The objective of a 2% increase, therefore, was not realized.

In the results shown in Table 12, wide differences in pupil attendance exist from one grade level to another. Kindergarten attendance fluctuated the most with extremely low percentages in September months due to their non-attendance for orientation purposes. Attendance for kindergarten children peaks in October, their first full month, and then begins to drop off as winter weather sets in with its resultant hazardous street conditions and personal illness.

Steady progress toward the objective was achieved when monthly attendance awards were introduced in October, 1975. In each of three successive months a 1% increase was realized in the schoolwide average percentage of attendance.

Significant progress was realized in the eighth grade attendance percentages as a 4% increase resulted when a comparison was made of the average percentage of attendance from 1974 to 1975.

The overall findings have significance for Barton School since they reflect a reversal of the downward trend experienced from 1972-1973 to 1973-1974. In effect, a 2% yearly decline in average daily pupil attendance was halted and an increase of 1% was realized.

TABLE 12

A Comparison Of Monthly Percentages

Of Attendance - By Grade

Monthly Percentages

	May		June		May June Av.		Sept.		Oct.		Nov.		Dec.		Sept. Dec. Av.		Av.	
	74	75	74	75	74	75	74	75	74	75	74	75	74	75	74	75	74	75
8	80	87	82	85	81	86	87	88	86	92	87	91	86	92	87	91	85	89
7	84	88	88	90	86	89	92	89	94	88	92	91	88	89	91	89	89	89
4-6	90	91	91	90	91	91	88	85	90	92	91	91	90	91	90	90	90	90
1-3	92	91	94	91	93	91	78	80	90	94	90	93	91	93	87	90	89	90
K	85	85	93	86	89	86	40	45	91	90	88	87	86	82	76	76	81	79
Av.	86	89	90	88	88	88	77	77	90	91	90	91	88	89	86	87	87	88

Objective 4 - Communications

The objective to publish and distribute the Barton School Handbook to parents and students was accomplished during the week of September 22, 1975.

To evaluate progress toward the objective of increasing parent awareness of school regulations, the principal prepared a parent questionnaire and distributed it to a randomly selected class from each grade on October 7, 1975.[1] Of two hundred-fifty questionnaires distributed the principal received one hundred-sixty responses, as follows:

1. Did the Barton School Handbook increase your awareness of school regulations?

   Yes 154 No. 6

   This indicates a 96.3% affirmative response.

2. Do the various principal newsletters keep you informed of special school regulations, activities, and changes in school policies?

   Yes 157 No 3

   This indicates a 98.1% affirmative response.

The parents who responded, therefore, overwhelming agreed that the Barton School Handbook and principal newsletters did increase their awareness of school regulations, activities, and changes in school policies.[2]

A tabulation of principal newsletters, issued from May, 1975 through December, 1975, indicates a total of twenty-four letters that include notices that would tend to increase parent awareness of school regulations, activities, and changes in school policies. Statements from the principal

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[1] Appendix V: School Handbook Questionnaire.

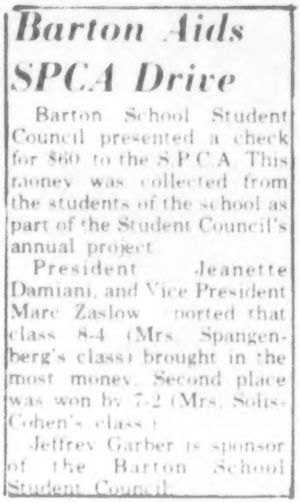
[2] The parents were also requested to offer suggestions for the improvement of the next handbook. One suggestion asked for a listing of teachers with room numbers which was concurrently being duplicated. See Appendix KK: Barton School Organization, 1975-1976.

Objective 5 - Publicity

Beginning in June, 1975, the Public Relations Committee regularly submitted news articles to three local newspapers, the Olney Times, the Logan Times, and the Juniata News.

Many of the articles submitted for publication were not printed, however, the following monthly displays will substantiate a most-successful publicity program at the Clara Barton School and the realization of the practicum objective.

JUNE

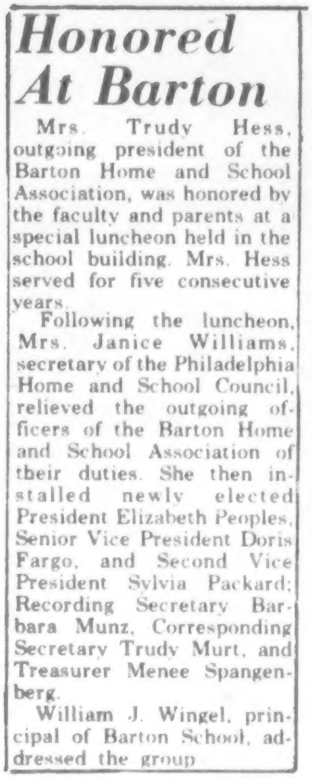


Barton Aids SPCA Drive

Barton School Student Council presented a check for $60 to the S.P.C.A. This money was collected from the students of the school as part of the Student Council's annual project.

President Jeanette Damiani, and Vice President Marc Zaslow reported that class 8-4 (Mrs. Spangenberg's class) brought in the most money. Second place was won by 7-2 (Mrs. Solis-Cohen's class.)

Jeffrey Garber is sponsor of the Barton School Student Council.

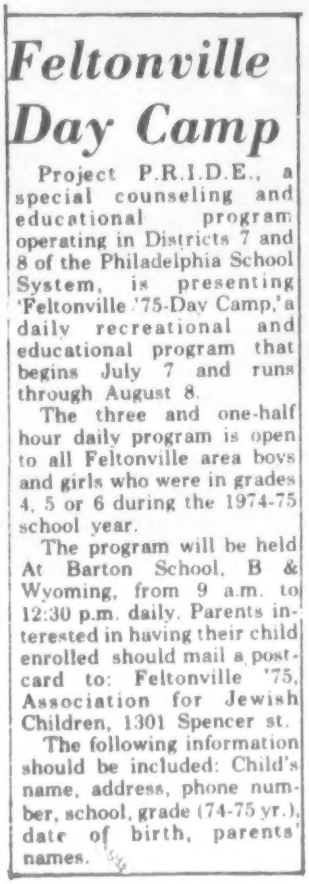


Honored At Barton

Mrs. Trudy Hess, outgoing president of the Barton Home and School Association, was honored by the faculty and parents at a special luncheon held in the school building. Mrs. Hess served for five consecutive years.

Following the luncheon, Mrs. Janice Williams, secretary of the Philadelphia Home and School Council, relieved the outgoing officers of the Barton Home and School Association of their duties. She then installed newly elected President Elizabeth Peoples, Senior Vice President Doris Fargo, and Second Vice President Sylvia Packard; Recording Secretary Barbara Munz, Corresponding Secretary Trudy Murt, and Treasurer Menee Spangenberg.

William J. Wingel, principal of Barton School, addressed the group.



Feltonville Day Camp

Project P.R.I.D.E., a special counseling and educational program operating in Districts 7 and 8 of the Philadelphia School System, is presenting 'Feltonville '75-Day Camp,' a daily recreational and educational program that begins July 7 and runs through August 8.

The three and one-half hour daily program is open to all Feltonville area boys and girls who were in grades 4, 5 or 6 during the 1974-75 school year.

The program will be held At Barton School, B & Wyoming, from 9 a.m. to 12:30 p.m. daily. Parents interested in having their child enrolled should mail a post-card to: Feltonville '75, Association for Jewish Children, 1301 Spencer st.

The following information should be included: Child's name, address, phone number, school, grade (74-75 yr.), date of birth, parents' names.

JUNE

(continued)

Barton Plans Special Event

Barton School teachers, parents, and children are currently involved in an all encompassing improvement program as they look forward to celebrating the school's 50th anniversary next year.

Committees are meeting each week to make recommendations that will improve discipline, attendance, public relations, and community involvement.

The "Public Attendance Team," composed of teachers Mr. Letting and Mr. Musicant, students Michael Gil, Jon Kee, Sue Witbeck, specialists Mrs. Deglin, Mrs. Fromberg, Mrs. Vernon, and Principal Mr. Wingel have already sponsored a poster contest to inspire better attendance. Prizes were awarded. First prize of $5.00 was won by Sally Ann Yang — Grade 4, 2nd prize was a $3.00 check to Joanne Freeman — Grade 7, and $2.00 was third prize to Jennifer Moya of Grade 7.

The "Community Involvement Committee" composed of teachers Miss Diggs, Mrs. Dressler, Mrs. Staff, parents Mrs. Barnes, Mrs. Tipton, Students Michele Bruno, Sheila Sohlick, Ed Tipton, and Principal Mr. Wingel have set a goal of re-establishing Barton School as the hub of the Feltonville Community. The Free Library, Feltonville Recreation Center, all the churches and synagogues of the community have been contacted. Monthly assembly programs have been planned for grades 4, 5, and 6. Outside organizations are being contacted for special assembly programs for all school classes.

The "Discipline Committee" composed of teachers Miss August, Mr. Garber, Mr. Lipschutz, parents Mrs. Hess, Mrs. Peoples, Mrs. Mangigian, Mrs. Adair, students Jeanette Damiani, Linda Lucas, and Principal Mr. Wingel have discussed the need for a revised discipline policy. Acceptable and non-acceptable behavior have been analyzed along with suggestions for preventive methods and constructive punishment. Even though there are no funds for a "disruptive pupil program," there is hope of obtaining additional counselor service for Barton's one thousand children.

The "Public Relations Committee" composed of teachers Mr. Pennell, Mrs. Poll, Mrs. Spangenberg, parents Mrs. Kurz, Mrs. Murt, students Anthony Conners, Lisa Callagher, Marc Zealow and Principal Mr. Wingel have set their goal to project a positive publicity campaign for Barton School. Mr. Wingel has already compiled a brief history of the school. Mrs. Poll is constructing an ongoing school archives scrapbook — with the help of media-specialist teacher Miss Zalkin — to film and compile all Barton projects and highlights. Newsletters are to be sent to parents, and announcements will be made over the school public address system.

Barton School invites alumni, parents, and neighborhood and community friends to join in planning the anniversary celebration.

Barton Opens School Store

Clara Barton School, B and Wyoming, now features a school store located on the first floor of the building.

The store carries a complete line of school supplies, school buttons, pencils and T-shirts and is under the direction of the Barton Home and School Association.

Hours are from 8:30 a.m. to 9 a.m. Tuesdays through Fridays.

Graduation Awards At Barton School

Christine Averell won the American Legion Award at graduation ceremonies held at Barton School.

The Big Four Awards were presented to James Jones, Noreen Pemper and Cheryl Pronochik; Marc Zaslow and Phyllis Downey won the Jewish War Veterans awards, and John Bradley received the Music Award. Janet Clifford received the Human Relations award and the Steinberg Science award went to Edward Boardman.

The Student Council awards were presented to Jeanette Damiani and Marc Zaslow and Ellen Goldstein received the Art award. The Pussmaranians Service award went to Eileen Cherbuck and Nora Pasco and the Home and School awards were presented to Gary Reynolds, Pamela Scales and William LaMar.

The following students received diplomas: Christine Averell, Nancy Batot, Barbara Bateer, Sandy Berstecher, Diane Bittner, Barbara Blondo, Lori Boran, Michelle Briggs, Susan Bryan, Loretta Centifonti, Eileen Cherbuck, Janet Clifford, Betty Ann Costello, Jeanette Damiani, Joan Dexter, Christina DiGiovannantonio, Phyllis Dougherty, Phyllis Downey, Kimberly Edwards, Melody Esterly, Carol Evans, Cherylynne Farrell, Sharon Ferrante, Doreen Freeman, Jacqueline Garland, Anna Garrity, Ellen Goldstein, Caroline Gordon and Lorraine Gordon.

Also Arlene Jekofsky, Cheryl Kaitz, Carol Kates, Debbie Kates, Nina Lader, Helene Levitsky, Nancy Logan, Anna Lukenheimer, Estelle Maisey, Ruth Maynes, Lillian Moya, Pamela Myers, Joanne Nazarian, Ruth Ostaszewski, Norah Pasco, Noreen Pemper, Barbara Phelan, Shirley Phillips, Doreatha Polite, Cheryl Pronchik, Beth Pullman, Stephanie Radzibaba, Donna Rudd, Susan Sands, Kay Sanford, Nancy Santana, Pamela Scales, Karen Schneider, Jody Shoultes, Margaret Sickles, Anna Staulcup, Sharon Tyas, Patricia Walker, Priscilla Walker, Eleanor DeSimone, Jimmy Eberhart, Michale Esposito, Kevin Farrell, James Ferrante, James Finnegan, William Finnegan, Michael Ford, Anthony Gallelli, Michael Geraghty, Guy Gibson, Michael Gil, Charles Gioffre, John Gundaker, James Hagen, John Haigh, Mark Haislip, Jeffery Hampton, Wayne Haney, James Harding, Murray Hass, Harry Hepworth, Steven Hoberg, Richard Holtz, Edward Hummer, David Hunt, William Jombe, James Jones, Jon Kee, David Kim, George King, Michael King, Robert Kissenberger and William Lamar.

Also Dino Martin, Leoncio Martinez, Walter Marazelek, Robert May, Michael Mazzoni, William McCready, James McGinn, Robert McGrody, Matthew McLean, Michael Mealey, Arthur Milavitch, Marshall Morgan, DonRay Mott, Ross Nicholas, Chan Kyu No, Mark Oetzel, James Olszewski, Stephen Owens, Anthony Paris, Michael Payne, Stacy Payne, Mark Perks, Mark Pinero, Sean Pyle, Douglas Reed, George Ren, Gary Reynolds, Joao Ribeiro, Jay Riloff, Robert Rodenbaugh, William Rothermel, Raymond Rudd, Vincent Salvia, Robert Samuel, John Schrader, Steven Seipp, Michael Skubiak, Steve Skubiak, Fritz Smith, Tim Sock, Marion Sosnowski, Paul Spinosi, Ricky Steinberg, Charles Stevens, Mark Strauss, Louis Thompson, Jeffery Vinnacombe, Bruce Wirt, Lester Woerner and Marc Zazlow.

Parents Name New Officers

Mrs. Elizabeth Peoples is the newly elected president of the Barton Home and School Association.

Other officers are Mrs. Doris Fargo, and Mrs. Sylvia Packard, vice presidents; Mrs. Barbara Munz, recording secretary; Mrs. Trudy Murt, corresponding secretary, and Mrs. Menee Spangenberg, treasurer.

Ms. Harriet Poll was reelected teacher representative.

Elected board members are Mrs. Barbara Mangigian, Mrs. Patricia Adair, Mrs. Jane Henderson, Mrs. Sarah Perrone and Mrs. Barbara Winstel.

Installation of officers will follow a luncheon in the school auditorium on June 3rd. Installing officer will be Ms. Janice Williams, secretary of the Philadelphia Home and School Council.

Graduate

Michael Gil, son of Mrs. Maria Gil of 421 Wingohocking st., received special honors at graduation ceremonies held at Barton School in Feltonville. He received the Good Citizenship and American Legion awards. He also received the Samuel F. Judelsohn music award and the Barton School Student Council Service award.

SEPTEMBER

THE CLARA BARTON Bobcats

Clara Barton Elementary School at 'B' and Wyoming Avenue has established a student operated radio station. The station called the C.B.B. stands for Clara Barton Bobcats The Bobcat is the school's mascot The C.B.B. is staffed primarily by the school's Intermediate Alternative Program students and is sponsored by the program teacher Ms Judy Zalkin.

Currently the station broadcasts once a week and plays music requested by theBarton listening audience It also announces club meetings Home and School activities, special programs, student award winners and items that students wish to sell or trade.

In the future, the C.B.B. hopes to expand to two days a week and add interviews with neighborhood personalities, contests, and documentaries on community projects to its agende.

New Class At Barton

Barton School, B st. and Wyoming ave., is very proud of its new "Alternative Programs" for boys and girls in grades 2 to 6 who are in small class settings in order to develop basic skills of reading, writing and arithmetic.

Each class has only 20 children. They are involved in a "Team-Teaching" schedule using the special techniques of "behavior modification", "consumer education", cooking, film production, video and tape equipment, tutoring, monthly parent conferences, and workshops, weekly report cards, and daily communication between parents and teachers.

The program is under the direction of Miss Judy Zalkin working with Mrs. Carol Rudolph.

OCTOBER

Barton Parents Honor Amos

The Barton Home and School honored their Faculty and Principal Mr. Wingel with a luncheon Thursday. Howard Amos, District Superintendent, was honored guest.

Home and School is involved in many projects this year and have opened a school store with Barton Tee Shirts, buttons and pennants. They are planning a 50th birthday celebration for the school. Many of the parents are involved in committees along with the faculty, students and Principal.

Halloween Celebration

On October 31, 1975, the entire second floor of Barton elementary school participated in a Halloween Celebration.

The program began with a poem by Mrs. Rudolph's AlternativeProgram Class. Then a play was given by the students of Mr. McCloud's class.

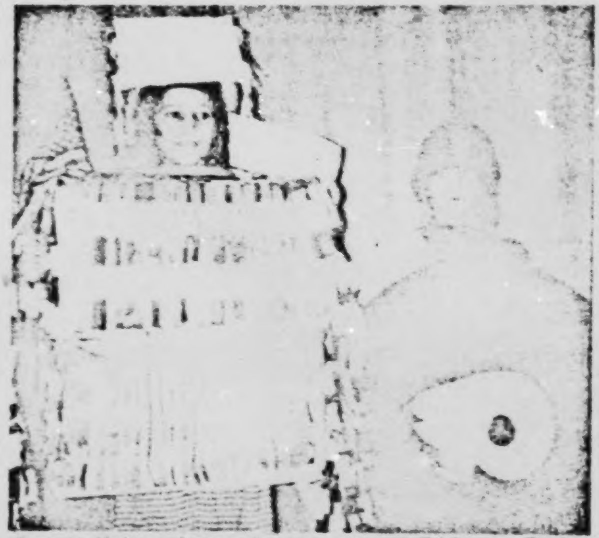
This was followed by a costume parade in which the best original costumes were given prizes.

Grand Prize Winners were:

"Miss Bicentennial Philly" — Kathleen Brodbeck — Room 200

"Peter Puck" — Cherie Packard Room 200

Barton Winners



A gala Hallowe'en party was staged Friday at Barton School, B st. and Wyoming ave. The program featured a costume parade and the grand prize winners were Kathleen Brodbeck (right) and Cherie Packard.

Barton Home and School Association is having it's membership drive the entire month of October at a cost of $1.00 per family.

We're issuing prizes to the class that has the most members.

NOVEMBER

LOGAN TIMES

FOR A GREATER PHILADELPHIA

Delivered to 9,500 homes in the area bounded by Sixteenth Street,
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VOL. 13, No. 46 25c Per Copy, $25.00 A Year By Mail THURSDAY, NOVEMBER 13, 1975

Barton Attendance Team Soon To Make Headway

To improve student achievement a major campaign to increase Barton School pupil attendance began this September under the direction of a committee of students, parents, teachers, and the school principal who have continued to meet at regular intervals to evaluate the improvements shown, and to suggest techniques for a better attendance program.

It was decided that monthly awards will be given to the class with the highest percentage of attendance in the primary, intermediate, and junior high school grades. An attendance banner will be presented to the primary and intermediate grade winners and a five dollar cash award has been donated by the Home and School Association for the junior high grades winner. This cash award may be used for a class party, treat, or encumbered with the class dues for field trips, bus rentals, and so on.

Signs posted throughout the Barton building remind students to "Think Attendance." Public address announcements are stressing the importance of regular attendance to increase academic performances. Special flyers have been sent home to notify parents of this attendance campaign and the counselor and principal have been consulting with the parents of students with excessive absenteeism.

The attendance team consists of teachers (Mr. Letting, Mr. Musicant) a parent (Mrs. Kathie Little), students (Sue Witbeck, Tom McGarvey), nurse (Mrs. Fromberg), counselor (Mrs. Vernon), attendance officer (Mrs. Deglin), and principal (Mr. Wingel).

City Honor For Barton

Clara Barton School, B and Wyoming ave., is proud that Stephen Geraci, Victor Bahinski, and Terry Garland who were winners in the school Fire Prevention essay contest have been selected as winners in the city wide contest.

All three students are eighth graders.

Barton School

Barton School Wins Again

This is the 13th year that Clara BartonSchool has received a certificate of Exceptional Merit, and has been placed on the National School Safety Honor Roll of the National Safety Council.

Mr. William J. Wingel, Barton School Princiual, made the announcement, and added, "We are encouraged by this recognition of our efforts to build a good safety education program. We will continue to teach our young people to protect themselves and their fellow students as long as accidents remain the chief cause of death among school age children."

DECEMBER

Resource Room At Barton School

A student who does not read well and/or has no acquired basic computational skills can be a problem both to himself and to his school. Left to his own devices he can do almost nothing to help himself.

The Resource Room Program at Barton School, B st. and Wyoming ave., is helping to alleviate these problems.

Students are being selected for individualized programs to improve their basic skills. Each student referred to the program is tested.

The results of these tests provide diagnostic information about levels of ability. From this information a prescriptive program is developed. The program has two aims. The first is to provide a concentrated educational experience in basic skills. The second is to provide a supplement to the conventional program. For example, a student who needs improvement in Language Arts will be assigned to the resource room for his English periods. He will be assigned activities appropriate to his ability level to be completed druing his reading periods. He will be given additional supportive aid in completing his assignments in Social Studies and Science when it is evident that his reading disability would preclude his success in these activities.

The Resource Room has materials and equipment not normally found in the conventional classroom. This is necessary because of the varied levels of ability and the unique needs of the students. One teaching machine has been acquired and is used to supplement other modes of instruction. It is called PAL (Programmed Assistance in Learning). PAL is a self-contained projector systematically integrated with a student response keyboard which allows the student to progress through a programmed filmstrip. The film strips used in PAL were developed by the NEA (National Educational Association) and are called Project LIFE (Language Improvement to Facilitate Education). Over 300 Project LIFE filmstrips are available.

The Barton Home and School Association has provided funds to purchase several LIFE filmstrips.

The Resource Room Program is being coordinated by the resource room teacher, William Pennell. Its implementation is possible because student teachers from Penn State University are assigned to the program. These teachers are highly skilled in the latest innovative techniques necessary to provide the Barton students with diagnostic prescriptive programs.

The program is receiving administrative support from the school's principal, William Wingel and cooperation from the entire Barton faculty.

Barton Offers Spanish Classes

For the second consecutive year, first, second and third grade students at the Barton Elementary School, B st. and Wyoming ave., are learning Spanish as a second language under the supervision of Ms. Susan Feuerstein.

Emphasis is being placed on basic conversational skills and language patterns. The culture of the various Spanish speaking peoples is also presented. In addition to regular classes, club periods are available to children from all grade levels.

Learning Spanish enables the students to discriminate sounds, and this facilitates the phonic method of learning to read.

The study of Spanish enriches the daily curriculum by enabling students to learn a second language.

. Joseph Pacifico, an eighth grade pupil at Clara Barton School is a member of the Old York rd. Symphony directed by Joseph Primavera. At age 13, he is the youngest person ever to have been accepted by this distinguished group — Tee Rye Lee

Objective 6 - Peer Relationships - Community Resources

To measure the effectiveness of the newly established after-school activities, with regard to the improvement of peer relationships, a questionnaire was designed by the principal and administered to five randomly selected after-school clubs.[1] Participating in the survey were seventy-five students from the sports club (22 members), student government (16 members), photography club (8 members), spanish club (16 members), and the junior red cross (13 members).

The following four questions were to be answered with an affirmative or negative reply, while a fifth question solicited suggestions for activities to be included in next year's after-school program:

1. Did you enjoy participating in this after-school activity?
2. Did you become a better group member as a result of your involvement?
3. Did you meet some new friends in this group?
4. Will you continue your friendship with group members after the termination of this activity?

In analyzing the student responses to these questions it is significant that all questions were answered strongly in the affirmative. Of particular importance to the practicum objective, questions two, three, and four indicate positive responses that these after-school activities have and will continue to improve peer relationships. These responses are indicated in Table 13.

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[1] Appendix LL: After-School Activity Questionnaire.

TABLE 13

An Analysis Of Pupil Responses
For The Improvement Of Peer Relationships

Responses

Questions	Yes		No		Incomplete	
	No.	%	No.	%	No.	%
1	74	98.7	1	1.3	0	0
2	71	94.6	2	2.7	2	2.7
3	63	82.7	13	17.3	0	0
4	66	88.0	7	9.3	2	2.7

To measure the degree of increase in the numbers of students and after-school activities from 1974-1975 to 1975-1976, the principal retrieved the following data, as presented in Table 14. In the results, as shown in Table 14, the practicum objective of a 20% increase was realized. Seventeen activities were sponsored in 1975 compared to eleven in 1974; this represents a 55% increase in activities and teacher involvement.

Three hundred seventy-seven students participated in the 1975 after-school activities compared to one hundred thirty-six in 1974; this represents an increase of two hundred forty-one students, or an 88.6% increase.

TABLE 14

A Comparison Of After-School Activities - 1974 to 1975

	Students	
Activity	1974	1975
Spanish Club	6	25
Reading	8	15
Student Council	25	25
String Ensemble	15	15
Sports	10	25
Mechanical Dr.	8	20
Mathematics	10	20
Music	25	40
Jr. Red Cross	10	20
Audio/Visual	10	24
Art	9	16
Art and Crafts	-	25
Photography	-	24
Literature	-	20
Backgammon	-	16
Math. Enrichment	-	25
Neddlepoint	-	22
TOTALS	136	377

These findings go far beyond the expectations of the principal. Teachers and students appear to have openly embraced the philosophy of the Improvement Program, as seventeen teachers volunteered to give their time to help Barton students and three hundred seventy-seven students participated in the after-school activities. The principal attributes this exceptional response by teachers and students to the inputs they had in the establishment of the activities. He believes that when people are more involved in planning a project, they feel more allegiance and responsibility to its final outcome. The results of the after-school pupil questionnaire and the displayed cooperation of teachers and students in these activities clearly sustain the principal's beliefs.

Objective 7 - Drug Prevention

To measure progress toward the objective of a student behavioral change reflected by an improved self-image, a better understanding of peer pressure, and an increased facility in group discussions, a self-evaluative pre-post questionnaire was administered to a randomly selected group of thirty-three students who represented four of eight groups conducted by one of the drug counselors.

The results of the pre-post questionnaires are included in Table 15. Questions 8 and 15 were found to be invalid and are not, therefore, included in the findings.

The following questions were inventoried in the questionnaire:[1]

1. I feel close to the members of this group.
2. I am looking forward to being a member of this group.
3. I will be able to bring up subjects for discussion in our group meetings.

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[1] Appendix BB: Barton School Drug Prevention Inventory.

4. I expect talking in this group to be helpful to me.
5. I expect the others in the group to listen to me when I talk.
6. I can talk with my parents about my problems.
7. I feel lonely in the group.
9. I think I will get to know the other students better as the group continues.
10. I feel comfortable talking with both boys and girls present.
11. I expect the group leader to be interested in me.
12. I expect to learn about other people's opinions and feelings.
13. In this group, everyone tries to talk at once.
14. I think it's weak for me to talk about myself in the group.

The same questions were used in the post-test, however, changes in tense and sentence structure were necessary for most items. Responses were made on a continuum scale ranging from 1 (never), 4 (sometimes), to 7 (always). The results are reported in Table 15 by averaging the total of the responses.

An analysis of the results of Table 15 reveals that all averaged responses indicate a positive change, with the exception of question 5. This negative response may be a representative feeling of frustration at not being able to express ideas clearly. The principal, however, cannot fully explain this negative response since these sessions were confidential sharings between the students and the counselor.

The positive responses to questions 1, 2, 4, 6, 7, and 11 tend to indicate an improvement in the perception students have of themselves (self-image).

Questions 1, 2, 4, 9, and 12 reflected positive responses thus indicating that students tended to attain a better understanding of peer pressure as a result of the drug prevention program.

Positive responses were achieved in questions 3, 4, 10, 13, and 14 which signify that students perceived an increased facility in group discussions, as evidenced by better group sharing and communication.

In summary, these comparative findings do substantiate a behavioral change, as measured by the student perceptions and, therefore, the realization of the practicum's objective.

TABLE 15

Pre-Post Changes In Student Perceptions

Drug Prevention Program - 1975

Question	Pre-Test Average	Post-Test Average	Change
1	3.2	4.3	+1.1
2	4.3	6.0	+1.7
3	3.5	4.8	+1.3
4	3.7	5.0	+1.3
5	4.7	4.0	- .7
6	4.2	5.7	+1.5
7	2.5	2.4	- .1*
9	4.0	5.9	+1.9
10	3.4	4.6	+1.2
11	4.5	5.2	+ .7
12	3.8	6.0	+2.2
13	5.9	4.5	-1.4*
14	5.3	3.7	-1.6*

* Minus values for questions 7, 13, and 14 actually indicates a positive change due to the content of the questions.

As another evaluative schema, the principal will summarize the weekly progress reports, as submitted by the drug counselor, to note student behavioral changes, as perceived by the counselor:[1]

Week 1

These students are not well-adjusted to group sharing and communication. It is evident that students have difficulty in relating in a controlled setting with peers. These observations are borne out by students directing questions and responses to the counselor solely. If communication does occur between students, it is of the badgering or "cutting up" nature which is quickly redirected by the counselor. It is important to note that the students do come to session with positive attitudes and moods relating to project PRIDE and students do respond to counselor direction. The most significant generalization about the students seems to be the over-riding inability to relate positively to peers. This is clearly substantiated in students' lack of experience in relating in a group setting. Students did not spontaneously discuss concerns or problems amongst themselves. The norm was kidding, joking, and lack of serious inter-change.
The counselor experienced that the students were able to share if the process was tightly structured and a mechanism or vehicle for their expression was provided. The area of student peer communication will be worked on early. The interest level of the students indicates possibilities for group growth.

Week 2

Students have begun to talk to each other as opposed to directing all conversation to the counselor. This in itself is a beginning indication that some group sensitivity and awareness is being fostered.

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[1] Comprehensive narrative statements were submitted to the principal each week by the counselor to indicate progress in meeting the practicum's objective. The principal has selected some of these statements for presentation in this section.

Week 3

The groups at Barton School showed definite positive progress from previous meetings. This progress was demonstrated by the vast majority of groups moving smoothly into open-ended conversation and discussion with little or no negative response. In each group a discussion of how people are influenced evolved from a conversation about television programs. The counselors explained what influence is and how people are influenced. Students were able to understand how sometimes people can be led to do things by seeing or hearing someone do it or say it. They were able to perceive the relationship between influence and drug abuse and experimentation. Students also realized the positive aspects of social influence. For example, one girl stated that, "It is sometimes good to learn from others but it's just as important to know what it is you're learning." All students came to realize what it means to be influenced and/or led by others. It will now be a matter of discussing what things are appropriate and inappropriate for young people to learn from others. It is pleasant to report that most groups were able to also learn significantly about relationships with other people.

Week 4

In the student groups this past week, there was a common discussion which evolved. In the neighborhood during the past week, there was a fire-bombing which killed several family members and destroyed their home. Several of the students reside close to the fire-bombed home. The impact of the fire-bombing was monumental as evidenced by the concern of the students in spontaneously talking about it. Students are worried about the possibility of fighting in the neighborhood as a result of retaliation. As one student said, "It's always one or two people who do something crazy then everyone has to pay." Discussions in the groups centered around how students will deal with the problem in the neighborhood. Students recognized the need to stay at home more and avoid trouble areas. They also agreed, in many cases, that they were tired of fighting and violence and were in no way going to be involved in any occurrences in the neighborhood.

The tone of all groups was both positive and concerned. They were positive in that students openly talked and were active.

Week 5

Groups have really developed a positive norm of meeting together and discussing spontaneously meaningful topics related to students' relationships.

Week 6

Groups have been advancing remarkably well. The individual's diverse skills and enthusiasm make the groups very interesting. They seem to challenge everything with a vigorous discussion, yet still remain open to the opinions of their classmates.

Week 7

Groups have maintained a very adequate stage of group interaction. Students have clearly established a set norm of coming together in an organized way and interacting verbally around issues and topics raised spontaneously by group members or participating in structured activities initiated by the counselors. The outstanding part in the student groups is the strong over-all positive response to project PRIDE.

Week 8

Groups continued this week to work on their own process of decision-making and the individual members inspection of values and feelings. The groups have maintained a productive level of student participation which has enabled the groups to reach a point where each week it is easy to discuss the proup's own specific decision-making process and its effect on the individual's ability to make decisions and choices.

The outstanding characteristic of the Barton student group is that the students do respond favorably to group interaction and discussion. They do show consistent movement within each group toward improved communication and understanding of others.

Week 9

The most promising aspect of the student's discussion of peer pressure was the fact that they apparently felt free enough in the groups to discuss very openly the situations in which they have been exposed to coercion or influence. Students spontaneously spoke of experiences and readily became involved in discussions of classmates' experiences.

Week 10

The student's strong involvement in discussions related to peer relations continues to indicate that this area of discussion is of prime concern. Students are really interested in talking about how to deal with situations in which friends are trying to convince them to do something.

Week 11

In the groups this past week conversation was centered around summarizing previous group discussions to the point of talking specifically about drug and alcohol abuse and reviewing with the students the primary causes of abuse.

Students at the Barton School have responded well to the project PRIDE groups and are at the point where serious discussion is the norm and structured exercises are not always needed.

Week 12

Without exception, the consensus in each group was that students were displeased that the twelve-week session was ending and that they hoped they would have the opportunity to be able to come together again as a group and talk about topics important to them and others.

As is evidenced by the previous summaries, a significant behavioral change was perceived by the students and the drug counselors in their weekly narrative accounts. These evaluative schema tend to substantiate the success of the drug program and the realization of the objectives in this problem area.

Objective 8 - School Spirit

The following narrative account of fifteen major projects initiated to improve school spirit, reveals a significant increase in personnel participation, and time/monetary inputs by students, parents, and staff.

1. Attendance Poster Contest

Sponsored by the Attendance Team, this project involved the team's time in planning the contest and selecting the winners. Competitive spirit among students reached a climax as one hundred sixty-three entries were received and displayed in the first floor hallways. The two Barton art teachers devoted two art periods for each class on the mechanics of preparing poster art work. Award winners were announced on the public address system, their pictures were displayed on the Community Bulletin Board, and publicity releases were forwarded to the local news media.

The Attendance Team had misgivings about conducting the contest so late in the year, when they saw the activity and spirit that was generated. To most students this was the first time they had an opportunity to participate in a schoolwide contest.

This was the first activity of the Barton Improvement Program completely planned and implemented by a team of students, parents, and staff members joined with a common goal, a renewed interest and commitment to improve pupil attendance.

2. School Store

With the impetus of a successful tee shirt sale, the Home and School Association ordered a variety of items to permanently stock a functional school store. Students responded by proudly purchasing and displaying Barton pencils, buttons, pom-poms, pennants, and other like items.

A typical scene at the School Store four mornings each week depicts a line of four or five students awaiting the store's opening at 8:30 A.M.

Students now have another activity at Barton they can be proud of.

3. Monthly Attendance Contests

In the planning stages, the Attendance Team could not have conceived of the competitive spirit that was generated between classes in an effort to win these contests. Some classroom bulletin boards were adorned with pictures of the class-members and titled, "We're Number 1." When the principal presented the awards he asked each winning class, "Who's going to win next month?" The reply was always the same, "We are!" One previous class winner sent a note to the winning class stating, "We'll let you borrow our Attendance Banner, but we'll be getting it back in a month."

One of the teacher committee members spent hours summarizing past attendance data. The principal can readily state that this staff member would not have given this time previous to his involvement with the Attendance Team.

The District Attendance Officer received new insight about our school and gave us additional service because of her involvement with the Attendance Team. Also, teachers were able to more-completely comprehend the problems inherent in the Attendance Officer's job and became more considerate of her when their referrals were not returned speedily. This factor has led to less verbalized negativisms and a more positive feeling about the attendance office function. Teachers know, for the first time, that Barton is receiving its share of attendance services.

4. Photography Class

The Intermediate Alternative Program, which specializes in a multi-media approach to education, was asked by the principal to be the official school photographers. This class of twenty children willingly accepted the responsibility to take pictures of all important events, contest winners, special programs, committee members, and whatever would be newsworthy to the local media, the Community Bulletin Board, and our scrapbook.

These students were selected for the program because they could not succeed in a conventional classroom, however, the principal attempted to offer these students a unique opportunity to be a special participant in the Barton Improvement Program. They have accomplished their job in an exemplary manner.

The teacher of this class trained them well in the techniques of persuasion and the mechanical aspects of photography. She is well qualified for this task, having earned a master's degree in media education.

The Home and School Association agreed to supplement School District of Philadelphia funds whenever necessary and has, in several instances, paid for the development of some committee pictures.

In summary, the cooperation of all groups with the photography class has been an inspiration. Children from other classes have not been openly jealous of the freedom given to the Alternative Class. Instead, they have worked together and helped each other for the improvement of Barton School.

5. School Mascot Selection

The contest to select a school mascot arose from the deliberations of the Public Relations Committee who agreed that Barton School needed more symbols of identification to increase student pride and school spirit. The committee was undecided, initially, as to the merits of a mascot as opposed to a logo; consensus determined, however, that a mascot would have more meaning for elementary school children.

The contest evidenced wide interest, particularly in the intermediate grades, where the teacher tally chairperson taught. The four hundred ninety-three votes, that selected the bobcat as the Barton mascot, represented 57% of the school enrollment. This is an overwhelming total considering there were five other fine nominees. The spirit that was generated by this contest was evidenced by comments from the students immediately after the votes were collected. For several days one could hear students in the halls, stairwells, and lunchroom asking anxiously, "Who won?", "Was it the beavers?"

The principal made the long-awaited announcement on the public address system and news items on the Community Bulletin Board soon beamed messages from the Barton Bobcats. The Home and School Association and staff members concurred that the student's selection was a good one.

Perhaps the most important aspect of this contest was the opportunity for every student in attendance to select a symbol that will remain an integral part of the Barton School.

6. Community Bulletin Board

The Community Involvement Committee initiated the concept of a bulletin board, in a prominent location, that would include all activities of community agencies relevant to Barton people. Two teacher members of the committee and the principal supervise the posting of all notices.

Previous to the establishment of this bulletin board, all notices were placed on a bulletin board in the office of the school secretaries, that literally included hundreds of varied notices, such as: messages to teachers, instructional guidelines from state and local offices, school excursion information and forms, minutes of the Board of Education meetings, course offerings from local universities and the School District of Philadelphia Office of Staff Development, duty schedules and rosters for all staff personnel, payroll and fringe benefit interpretations from the Office of Personnel, "Thank you" messages from varied people, copies of principal newsletters, letters from the Superintendent, vacancy lists for all public schools in Philadelphia, announcements of examinations for hundreds of job classifications within the School District of Philadelphia, faculty meeting agendas, and numerous like items of informational value.

Needless to say, notices of community activities were easily overlooked within the myriad of papers and this resulted in a lack of communication as to what was happening in the Barton community.

At the present time, notices of activities sponsored by the Feltonville Recreation Center, the Wyoming Branch of the Free Library of Philadelphia, the Barton Home and School Association, and the Barton Improvement Program are attractively displayed in a highly visible, easily accessible location.

7. Scrapbook

To develop school spirit and an ongoing tradition, the principal began collecting historical data on Barton School for inclusion in a series of school scrapbooks. The historical data was gleaned from a multitude of locations, such as the school office pupil attendance files, secretary requisition files, principal rating files, teacher personnel records, parent scrapbooks, and old school newsletters.

The Public Relations Committee has effectively consolidated responsibility for the compilation of current activities to a teacher and several students. The principal is working with this sub-committee to catalogue current and past newsworthy items in scrapbooks since no central compilation had previously existed.

The scrapbook for schoolyear 1975-1976 will be proudly displayed during Barton's 50th Anniversary Week.

In essence, the scrapbook activities have joined the students, parents, and staff in a unified effort to bring to life Barton's tradition.

8. Mascot Art Contest

This contest was similar in arrangements to the Attendance Poster Contest in that the Public Relations Committee sponsored it, in conjunction with the Home and School Association. One hundred sixteen student drawings were submitted which is indicative of the high level of interest that was generated. It is interesting to note that after the contest, the principal discovered that a substitute art teacher had dissuaded students from submitting their drawings because they "weren't of sufficient quality." It was estimated that fifty to seventy drawings were, thereby, excluded from the contest.

One major impact of the Mascot Art Contest was the publicity given to the continual nature of the winning drawing. Announcements clearly indicated that the winner would be the official bobcat face for Barton

School. This fact, along with the prizes offered, generated an anxiety among contestants that was almost "pesty" at times. Questions were repeatedly asked, "When are we going to know who won?" "That's my drawing, do you think I have a chance of winning?" "If I win, will my name be announced over the speaker?"

The contest had indeed generated an abundance of interest and school spirit.

9. Suggestion Box

The principal believed that all avenues for the improvement of Barton School should be explored and, therefore, initiated a technique found useful in many business operations; namely, a suggestion box.

Too often, organizations establish committees and proceed to close off inputs from the non-committee members. The principal wanted to negate any feelings that cliques were being established and that only the committees would offer suggestions for improvements. The principal has learned from experience that battles may be won with committees, however, a larger community may be turned off and eventually negate all previous gains.

The suggestion box technique may not be classified as a major action activity, however, it visibly displayed to all Barton people, on a continual basis, that their inputs were sought. In a way, it displayed to all Barton people that no one group had an "in" with the decisions affecting them. Students responded with hundreds of inputs that were brought to the various committees or held for future implementation. It is not possible to verify how many parent and staff member suggestions were received because of the anonymous nature of the suggestion slips. Some of the major suggestions included:

a. the formation of a school band
   This will be examined for September, 1976.

b. varied items for the school store
   These were implemented as soon as possible.

c. more intramural sports activities
   Discussions with the union building committee and the teacher of physical and health education have been initiated. Hopefully, some activities will be finalized for implementation in September, 1976.

d. the beginning of a student honor roll for academic achievement
   The principal met with the Student Council President and the faculty sponsor to establish the guidelines for a Distinguished and Meritorius Honor Roll. These awards will begin with the February 2, 1976 report card.

The suggestion box was one technique that the principal found to publicize to all that their participation was valuable, needed, and wanted.

10. Assembly Programs

The Assembly Program activities took a threefold approach:

a. Some activities were brought to the school from community agencies and had been involved at Barton in previous years. One such agency is the Young Audiences Concerts which performs a variety of instructional music lessons with the students. The Home and School Association contributed the cost for this group's participation.

b. Assembly programs, planned and implemented by the teachers in grades 4th to 6th and special education classes, brought a new aspect to Barton's environment. Teachers and students willingly performed on the stage for the other classes. The idea of sharing and giving for the betterment of Barton School was truly demonstrated by the programs completed in October, November, and December.

c. Special assemblies for the entire student body were scheduled by the principal for specific objectives. One group of assembly programs brought all students to a common meeting and discussion on the various aspects of the new Pupil Code of Behavior; another stressed the importance of the various safety patrols and the students' responsibilities to keep Barton a safe school. How proudly the safeties stood on the stage as their names and job responsibilities were enumerated!

One assembly program was scheduled for upper-grade students, to meet their requests for more sports-related activities, when a teacher informed the principal that he could arrange for the Philadelphia Wings Professional Lacrosse Team to visit Barton. The planned program includes a film on the rules and regulations of lacrosse, a demonstration by the top team members, an autograph period, and time for questions. The team has been scheduled for January 16, 1976.

The principal has noted a change in the attitude of students with the execution of the assembly programs. It appears that the students have finally recognized their importance to the operation of Barton School.

11. School Song Contest

Of all activities sponsored to promote school spirit, the School Song Contest has produced the least results. The principal recognized the task to be a difficult one for elementary age students but feels confident that a new school song will be performed by the Barton Chorus during the 50th Anniversary Week.

To the end of December, 1975, four songs have been submitted by groups of students to the Barton music teacher. Initial reactions indicate that some minor revisions will be made by the students, with the assistance of the music teacher.

Interest and pride have been generated by the students who used their talents and energies to write a new school song. It is evident that, during the writing process, much thought had to be given to what Barton stands for. The School Song Contest is another step in the continual process to build a new school spirit.

12. Bobcat Radio Station

The amount of student interest and pride in Barton

School, displayed by means of the student broadcasts, has been a very satisfying experience for all Barton people. Scripts have been completely written by the students, edited by their teacher, and presented solely by student broadcasters. Occasionally, a guest student announcer will inform the school that some special activity will take place at the local parochial school, or at the neighborhood synogogue. The girls have been particularly active in offering bargain sale information concerning the neighborhood shops. The teacher and principal have worked together to screen these broadcasts to assure that their content is relevant to an educational setting.

The involvement of students, teachers, and parents has been a keynote in the success of the twice-weekly Bobcat Radio Station broadcasts. All recognize the uniqueness and specialness of Barton School in operating its own student-run radio station.

13. School Colors Day

One of the ideas generated by the Intermediate Alternative Program Class to instill more spirit in Barton students was the School Colors Day. On the designated day, most students purchased and wore Barton School buttons, girls attached red and white pom-poms to their shoes, Barton tee shirts were visible everywhere, and some students and staff members came dressed in red and white clothing to display their pride in the school colors. It was estimated by the Public Relations Committee that 95% of the Barton personnel participated in this outward display of pride in Barton School.

14. Anniversary Week

The largest undertaking of all activities will be the implementation of the 50th Anniversary Week Program. A week of activities are planned for the first week in May, 1976 and include various activities specifically designed to promote school spirit.

The principal doubts whether there would have been sufficient interest and participation to plan such undertakings, prior to the inception of the Barton Improvement Program.

15. Pride In The Building

This program was brought to the attention of the Public Relations Committee by the principal, when the Discipline Committee could offer no solutions to the ever-increasing problems of vandalism and lack of pride in school property. A final solution has not been achieved, however, the responsibility for the accomplishment of this task has been accepted by the Barton Student Council.

Since the Student Council consists of two representatives from each homeroom class, it is anticipated that a grass-roots program will be developed that will assure increased pride in school property by means of peer pressure and student-dictated punishments, if necessary.

Table 16 indicates the involvement in these fifteen activities that has resulted in increased school spirit and allegiance to the betterment of Barton School.

TABLE 16

An Analysis Of Activities To Promote School Spirit

(Inputs Up To December 31, 1975)

Activities	Phases	Participation				Totals	
		S	P	T	A	Time	Cost
1	Pn	v	v	v	v	45m	-
	In	v		v		3h	-
	Po				v	75m	-
	J	v	v	v	v	30m	-
	Ap-Pl	v	v	v	v	40m	$10
2	Pn		v		v	2h	-
	I		v			36h	-
3	Pn	v	v	v	v	90m	-
	C			v	v	6h	-
	Ap-Pl	v	v	v	v	105m	$11
4	Pn			v	v	2h	-
	I	v	v			8h	$16
5	Pn	v	v	v	v	40m	-
	I	v		v		4h	-
	J			v		45m	-

TABLE 16

(continued)

Activities	Phases	Participation				Totals	
		S	P	T	A	Time	Cost
6	Pn	v	v	v	v	30m	-
	Po		v	v	v	2h	-
7	Pn	v	v	v	v	30m	-
	I	v		v	v	3h	-
8	Pn	v	v	v	v	45m	-
	In	v		v		3h	-
	Po				v	1h	-
	J	v	v	v	v	30m	-
	Ap-Pl		v	v	v	40m	$12
9	Pn-I	v	v	v	v	75m	-
10	Pn	v	v	v	v	30m	-
	I	v	v	v		6h	$30
11	Pn	v	v	v	v	1h	-
	In-I	v		v		5h	-
12	Pn	v	v	v	v	3h	-
	In-I	v		v		12h	-
13	Pn-I	v		v		45m	-
14	Pn	v	v	v	v	40m	-
15	Pn	v	v	v	v	45m	-
	I	v		v		-	-
				Totals		112h 27m	$79

Abbreviations used include: S, students; P, parents; T, teachers; A, administration; m, minutes; h, hours; Pn, planning; Po, posting; J, judging; Ap, awards presentation; Pl, publicity; I, implementation; C, computation time; In, instruction time.

In addition to the activities listed in Table 16, monetary inputs by the Home and School Association were received by the principal for chorus risers ($370.00), carts for three itinerant teachers ($140.00), and aquarium supplies for the science laboratory ($74.45).

In summary, the comments made by parents at a December meeting, pertaining to a recently completed holiday bazaar, succinctly portray some of the attitudinal changes that have taken place at Barton School because of the improvement program activities:

> "There was no bickering among the women working. It was like there was a warmth behind the counter."
>
> "I've been helping out for years and years. This is the first time I've gone home not tired, after a full day on my feet."
>
> "There was a, what do you call it, cameraderie?"
>
> "Did you see those two kids who bought a cake to treat their whole class?"
>
> "I think the whole thing was successful because of the interest and support by the students and teachers. It was overwhelming!"

Objective 9 - Primary Grade Curricular Program

To determine the degree of change in students, as a result of the Primary Grade Curricular Program (also known as the Primary Alternative Program), various evaluative techniques were implemented:

1. Student Survey[1]

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[1] Appendix MM: Alternative Program Survey.

The principal administered a pre-post survey in September, 1975 and December, 1975 to determine changes in student perceptions of their attitudes toward school activities. Students were directed to circle a number on a continuum scale from 1 (not at all), 4 (sometimes), to 7 (a great deal) that best described how much they liked the following school activities:

1. Playing games or sports at school.
2. Learning about art or music.
3. Being in a school that has a library.
4. Learning how to read and write.
5. Learning about people and places.
6. Learning about arithmetic.
7. Being where there are many students my own age.
8. Reading magazines and books.
9. Writing about different things.

The results of the student survey are reported in Table 17, as follows:

TABLE 17[1]

Pre-Post Analysis of Changes In Student Perception Of Attitudes Toward School Activities

September, 1975 to December, 1975

Question	Pre-Test Average	Post-Test Average	Change
1	4.9	6.2	+1.3
2	5.3	6.0	+ .7
3	6.0	6.2	+ .2
4	5.6	6.2	+ .6
5	5.0	5.6	+ .6
6	6.0	6.4	+ .4
7	5.3	5.5	+ .2
8	5.2	6.2	+1.0
9	5.3	5.7	+ .4

[1] Results are reported by averaging the total of the responses.

An analysis of the results in Table 17 indicate positive changes in the students' perceptions of their attitudes toward school activities in all questions. The most significant changes were found in the student attitude toward playing games or sports at school and reading magazines and books. The least significant changes occurred with the questions pertaining to being in a school that has a library and being where there are many students their own age.

It is interesting to note that these children, who were selected for this class because of previous acts of maladjustment, perceived their attitudes to be positive toward school activities on both the pre and post-tests. The principal views these results with optimism since the students did not indicate, at any time, a negative perception of their attitudes.

The Alternative Program staff anticipates even higher positive changes in the March evaluation.

2. Student Progress Report

In evaluating student changes in classroom behavior, social maturity, motivation/interest, and academic progress in reading, written expression, and mathematics a detailed checklist was completed by the teacher.[1]

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[1] Appendix NN: Student Progress Report, Alternative Program.

Students were evaluated in four to five skills within each major topic. For example, in evaluating a student for Classroom Behavior he was rated for his progress on a continuum scale from 1 (never), 3 (sometimes), to 5 (frequently) for each of the following skills:

a. Can concentrate on classroom tasks.
b. Requires maximum direction to complete an assignment.
c. Can perform skills demanded by class situation.
d. Capable of offering appropriate answers in response to questioning.

An analysis of the checklists completed by the teacher is included in Table 18 and indicates that positive progress took place in the six areas evaluated. Following is a listing of the areas evaluated and the highest possible score in each area:

1. Classroom Behavior (20)
2. Social Maturity (25)
3. Motivation/Interest (20)
4. Reading (20)
5. Written Expression (20)
6. Mathematics (25)

In Table 18, the most progress was found in the areas of mathematics and reading. The least progress was noted in the area of social maturity. It is important to indicate that success was not achieved by all students in all areas, as nine of seventeen students showed regression in at least one area.

Efforts will be expended, prior to the March, 1976 evaluation, to maintain the excellent progress noted in basic skills subjects and to stress magic circle activities to promote more progress in the area of social maturity.

TABLE 18

Pre-Post Teacher Analysis Of Student Progress

September, 1975 to December, 1975

Students

Areas		Grade 2									Grade 3				Grade 4					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Av.	Diff
1	Pre	14	14	14	14	14	16	11	13	16	14	15	13	12	12	13	14	13	13.6	+ .8
	Pst	14	16	14	14	15	15	13	13	15	15	15	13	13	14	15	14	16	14.4	
2	Pre	25	17	20	18	18	15	15	16	16	22	19	18	21	18	13	19	19	18.2	+ .3
	Pst	25	19	20	19	21	16	19	18	16	22	20	20	24	19	17	20	22	18.5	
3	Pre	16	14	12	13	16	16	10	15	12	15	14	11	12	13	12	14	16	13.6	+ .9
	Pst	17	15	13	16	17	17	12	14	11	15	16	11	15	11	15	13	18	14.5	
4	Pre	13	15	12	12	17	16	8	10	15	16	17	15	12	10	8	16	14	13.3	+1.9
	Pst	14	16	13	16	19	17	11	14	18	16	19	16	16	11	12	16	15	15.2	
5	Pre	14	14	11	11	18	15	9	9	15	17	16	10	12	11	11	16	16	13.2	+ .9
	Pst	16	13	12	14	20	17	11	11	14	16	14	13	14	11	14	16	14	14.1	
6	Pre	21	7	11	8	14	15	8	18	17	19	12	14	16	14	13	14	16	13.9	+3.2
	Pst	21	10	17	10	20	23	11	19	21	23	16	18	19	15	15	15	18	17.1	

3. Additional Observational Schema

In the following section, the principal has summarized several teacher narrative commentaries pertaining to changes noted in specific students from the period September, 1975 to December, 1975.

Student 5

Pre - Cannot handle criticism or disciplining. She -

becomes very sulky and upset, and often cries when I have to discipline her for any reason.
Post - She has learned to deal with her successes and failures more realistically. She can accept it better when I have to speak to her about her behavior.

Student 8

Pre - He is very immature youngster in class. Becomes very aggressive and gets into trouble with his classmates.
Post - He has shown some improvement in classroom behavior. He has less problems with his classmates.

Student 15

Pre - A definite discipline problem.
Post - Is becoming a real asset to our class. He enjoys helping other kids and is more involved with them. His mother also sees a change for the better.

Student 17

Pre - He seems to care about his work. He is a very energetic and talkative boy who must make a real effort to sit still and do his work.
Post - He needs immediate acknowledgment and praise for his work. He is very anxious to please and receive attention. Motivation is better.

Student 12

Pre - His work always seems to be a "task" for him. He daydreams or fiddles around during classwork time.
Post - He has been responding better to his work situation and has been completing more of his assignments.

Student 11

Pre - She has had trouble getting along with her classmates. She is sometimes involved in physical as well as verbal fights.
Post - Is more considerate of her classmates. She

has less problems in class than in September.

Student 6

Pre - He wants very much to be accepted by his classmates. They often tease him about being "smelly" or unclean. He is very sensitive and becomes upset by them. They often threaten to beat him up just to scare him. He needs to learn to stand up for himself and to interract in a peer-appropriate way when dealing with other children.
Post - Socially, he has learned to take care of himself with his peers. He has shown steady progress and is a "whiz" at math.

With students who have indicated regression or insignificant progress the following teacher comments summarize some possible reasons:

Student 9

Pre - Sometimes he doesn't feel like doing his work and he is very moody in the classroom.
Post- Work habits have shown little improvement. Bad attitude. Often comes to school seeming very upset and depressed. He has indicated that he feels hurt and rejected that he sees his mom so little. A babysitter cares for him while his mom works full time.

In evaluating the parental view of the Primary Alternative Program a letter was sent home on November 7, 1975 requesting that parents write down some changes that they see in their child as a result of his participation in this class. Responses were received from nine parents and the principal has summarized their reactions in the following sections:

Student 3

I would like to say that last year I had a hard time getting R. to come to school. But this year he always wants to. Also he's reading and last year he didn't know any sounds of letters and I couldn't make him understand. Also he grasps things a lot quicker. I'm very pleased with the way things are going and I'm very glad he's in this program.

Student 4

My daughter has improved a lot since she's been in the Alternative Program. She's learned to get along better with her classmates. She's learned to keep herself much neater and take better care of her younger sister. She goes to school on time and her attendance is very good. She takes care of her school books and has improved a lot in math and she completes all her assignments. The Alternative Program is the best thing that ever happened to her and I want to thank you for letting my daughter be a part of it.

Student 13

I think he is more alert in his work. This class has done him very good. It brought his brightness out. He enjoys his school work. He never did before. He likes doing it and is very smart at it.

Student 17

There is a change in him since he beened in the program. He seemed to know more when he puts he mind down to it, he can do the work. If he can only remember to bring his books home each day. He likes school more now than before. He gets up early to go. We try to help him at home, but he still likes to draw a lot.

Student 8

Changes through the Alternative Program:

> He seems more happy about going to school in the morning.
> Last year, when he would come home from school, he didn't have too much to say about his day. He didn't seem to know all that was going on and, consequently, I could not tell all that he was learning. This year, as soon as he comes home, he has so much to say which leads me to believe he is paying attention more and learning.
> I see a big difference in his reading, also a better ability with numbers.
> I am amazed that he is seeming to catch on to such things as borrowing and carrying numbers in arithmetic, and also handwriting, things that some of the second grade classes have not started as yet.
> I am very glad he was able to be in this class this year.

An overall summary of the evaluative components of the Primary Alternative Program indicates the following:

1. Students surveyed perceived positive changes in their attitudes toward school activities in all questioned areas. The most significant changes occurred in the questions pertaining to playing games or sports at school and reading magazines and books. It is significant that these activities relate directly to the program goals of bettering student socialization skills and improvement in reading.
2. The Progress Report completed by the teacher indicated positive progress in all six areas evaluated. The greatest progress was in the areas of mathematics and reading; these again are directly related to the program goal of improving basic skills.

3. Teacher narrative statements generally support the positive progress indicated in Table 18.[1] Further insights are gleaned from these statements indicative of the social problems that sometimes negate school progress.

4. Parents view the program as having influenced their child to want to come to school to improve basic skills, to have better socialization skills, to have pride in his physical appearance, to be more attentive to people and possessions, and to enjoy his schoolwork. All respondents were glad that their child was included in the program.

Objective 10 - Remedial Reading Program

To measure the degree of success in reaching an improvement of a minimum of six months in the functioning reading level of each remediated student, phonics and informal reading inventories were administered on a pre-post basis every nine to ten weeks.

The test used for this measurement included Morton Botel's Phonics Mastery Test[2] and the School District of Philadelphia Group Informal Reading Inventory[3] for the various levels within the Scott, Foresman and Company basal readers. Each test was administered by the remedial teachers and the results are included in Table 19. In the administration of the informal reading inventory, each student was required to achieve 95% achievement in word recognition and 80% success in the factual, inferential, and comprehension questions to move to the next higher reading level.

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[1] Supra, p. 215

[2] Appendix DD: Morton Botel's Phonics Mastery Test, Levels A and B.

[3] Appendix CC: Group Informal Reading Inventory.

TABLE 19

Comparison Of Pre-Post I.R.I

And Phonics Inventory Results

September, 1975 - November, 1975

Students	Pre-IRI Results Level	Post-IRI Results Level	Pre-Phonic* Inventory %	Post-Phonic* Inventory %
1	3	3^2	40	50
2	P	1	20	35
3	2	2^2	30	45
4	3^2	4	80	90
5	3^2	4	100	100
6	4	5	80	90
7	3	3^2	50	65
8	3	3^2	60	70
9	2	2^2	60	70
10	3	3^2	50	70
11	1^2	2^2	70	95
12	2	4	86	95
13	2	2	82	81
14	2	4	73	78
15	2	4	69	73
16	1^2	3	n/a	84
17	3	4	n/a	81

* Percentages were computed from the number of items correct out of the possible 64 items in the phonics inventory.

Abbreviations used include: P, primer; 3, third year level; 3^2, third year sixth month level; n/a , not available.

An analysis of the results of Table 19 reveals the achievement of a minimum of six months growth for sixteen of seventeen students, therefore, the practicum objective was realized. Growth ranged, in the functional reading levels, from two years growth for three students to one student remaining at the same level. Nine students increased by six months, three by one year, and one student improved one-and-one-half levels.

Progress was also measured in the Phonics Inventory where all students, except one, registered an increase in the percentage of phonetic items completed correctly.

The results tend to confirm the findings in forty-eight Michigan school districts that: ".. more resources allocated per student to reading means more achievement per student."[1]

As an additional observational schema, the teachers summarized their overall evaluation of the program thusly:

1. Language Skills Specialist

   "Many of these students seemed to have made significant gains while it had been believed by their teachers this was impossible. I believe we can contribute their progress to more sensitivity to their needs and individualized attention."

2. Developmental Reading Teacher

   "All in all, the children put forth a good deal of effort. They appeared more relaxed and confident in

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[1] Education, U.S.A., March 24, 1975. Vol. 17, No. 30, Washington, D.C. p. 171.

> the small group situation as compared to the 'regular sized reading class.' They became more verbal as the sessions progressed and exhibited a 'spirit of eagerness' toward learning. They all contributed much more to the reading lessons than I can ever remember any of them doing in the regular cycle group."

The results of the Remedial Reading Program substantiated the principal's belief that Barton students could learn as well as other students, provided certain conditions were met. As Robert R. Wheeler stated:

> " ... inner city pupils can learn as well as other pupils provided the priorities are sensible, the effort intense, and the instructional approaches rational in terms of the needs of the learners. We have not accepted the myth that environmental factors develop unalterable learning depression. We believe that so-called negative environmental factors can be overcome with sensitive and responsive teaching."[1]

Overview

In addition to the previously stated evaluative activities that indicate the significant improvement of the overall system as a result of the principal's efforts, he will now concisely summarize several events that substantiate further actions to assure the Barton Improvement Program's acceptance as a model and ongoing school-community operation.

On December 3, 1975, the principal presented the Barton

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[1] Weber, op. cit., p. 19.

Improvement Program at the District 7 Staff Meeting.[1] Each area of improvement was outlined as to what existed before the program, what changes transpired, and how Barton School had been improved as a result of this effort. At the conclusion of his presentation, the principal offered materials and assistance to those who would want to use the Barton model in their school. Stress was given that the quantities of materials were limited and that, therefore, only those who seriously wanted to implement these activities should request them. To date, seventeen District personnel have conferred with the principal and are at varied levels in modeling the Barton Improvement Program. The principal has counseled two elementary and one junior high school principal as each planned and implemented a discipline committee in his school.[2] Requests have even been received from "unique" educational schools as the Pennsylvania Advancement Middle School[3] and the School For All Ages.[4]

On December 5, 1975, the Superintendent of District 7, Mr. Howard Amos, requested a copy of the Barton Pupil Code of

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[1] Staff meetings consist of the District Superintendent, approximately forty principals, supervisors in all instructional areas, and specialists in counseling, research, and attendance.

[2] These schools are the Elwood and Hopkinson Elementary Schools and the Cooke Junior High School.

[3] Appendix OO: Letter, Principal, Pa. Advancement School.

[4] Appendix PP: Letter, Coordinator, School For All Ages.

Behavior for submission to the Central Headquarters Committee on Discipline. This committee is composed of Board of Education members, administrators, teachers, parents, and students who are revising the discipline procedures for the School District of Philadelphia. It is anticipated that this committee, during its deliberations over the next few months, will find the Barton Code to be of sufficient quality to use as a model for the entire school system.

At the end of November, 1975, the local news media indicated that the Superintendent of the Philadelphia Public Schools, Dr. Michael Marchase, was considering the elimination of Alternative Programs. The principal forwarded a memorandum to Dr. Marchase stating the objectives of the Barton Alternative Program and questioning the accuracy of the news article. His reply of December 18, 1975 indicates support and continuance of one aspect of the Barton Improvement Program; namely, the Alternative Program.[1]

The progress of the Barton Improvement Program was closely followed by the principal's immediate superior, Mr. Howard Amos, District 7 Superintendent. He has judged the program to be of such value that he has not only approved the planning, execution, and modeling aspects during the past months, but also commends the principal to continue this program in 1976-1977.[2]

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[1] Appendix QQ: Letter, Superintendent of Phila. Public Schools.

[2] Appendix RR: Letter, Superintendent of District 7 Schools.

SUMMARY

Conclusions

1. The principal was successful in instituting processes that caused others to face and resolve problems that affect them. He was able to bring personnel, time, space, students, and community resources together to achieve the specified objectives of the Clara Barton School Improvement Program.

2. More after-school activities have been instituted, inter-agency community communication has been positively effected, and volunteer support has been substantially increased. In effect, Barton School has become the hub of the Feltonville Community.

3. Corrective measures were taken to restructure the physical plant renovation program in line with the requests as expressed in the Needs Assessment Survey findings. In addition to the physical improvements requested in the Needs Assessment Survey Results, the principal instituted a comprehensive modernization capital improvement program to be implemented between 1976 and 1981.

4. Changes were effected on the immediate neighborhood streets of the Barton School to reduce hazardous conditions for children going to and from school.

5. The Discipline Committee designed and implemented a Pupil Code of Behavior that has clearly defined student, teacher, and administration responsibility in the area of pupil behavior and has substantially reduced the number of student suspensions.

6. With the formation of the Barton Attendance Team students, parents, teachers, administration, and specialist personnel united to successfully increase pupil attendance.

7. A significant increase in eighth grade student attendance was directly attributable to a variety of activities promoted to reduce boredom and make Barton School a more interesting place to be.

8. A 2% yearly downward attendance trend experienced from 1972-1973 to 1973-1974 was halted and an overall increase of 1% was realized in the average daily pupil attendance.

9. The Barton School Handbook was published and significantly increased parent and pupil awareness of school regulations pertaining to the overall operational procedures.

10. From May, 1975 to December 23, 1975, twenty-four principal newsletters were issued that significantly increased parents' awareness of special school regulations, activities, and changes in school policies.

11. A Public Relations Committee was successful in writing and publishing twenty positive publicity articles in three local newspapers, between June, 1975 and December, 1975.

12. The Community Involvement Committee planned after-school activities that resulted in a significant improvement in peer relationships and an increase in the use of school-community resources.

13. A significant increase in student and teacher involvement was realized in the 1975 After-School Program when compared to 1974 totals.

14. A drug prevention program was successfully implemented for upper-grade students which resulted in positive behavioral changes as reflected by an improved self-image, a better understanding of peer pressure, and an increased facility in group discussions.

15. To improve school spirit, fifteen major activities were designed and successfully implemented.

16. The Barton Improvement Program has effectuated a significant increase in personnel participation, and time/monetary inputs by students, parents, and staff members.

17. Representative committees successfully introduced programs that have initiated the development of a historical tradition for the Clara Barton School.

18. An individualized primary-grade curricular program for maladjusted children was implemented and positively changed student attitudes toward school activities. Significant progress was also noted by the teacher and parents in basic skill subjects, socialization skills, and other areas.

19. Ten weeks of specialized basic skills remedial classes, for upper-grade students in the 16th percentile of the California Achievement Composite Test, resulted in the achievement of a minimum of six months growth in the functioning reading level for sixteen of seventeen students.

20. A major component of the Barton Improvement Program was an ongoing process evaluation that continually corrected the program during its execution stages.

21. The Clara Barton Improvement Program has been publicized in the School District of Philadelphia, injected into the system as an ongoing school-community operation, and is being modeled by other schools in the Philadelphia Public Schools.

Recommendations

1. A comprehensive school improvement program should be a unique experience based on its own assessment of problem areas.

2. The involvement and cooperation of all representative groups should be obtained before the implementation of a comrehensive school improvement program.

3. To increase community involvement, publicity should be disseminated in sufficient time to permit the maximum participation possible.

4. An increase in male community participation should be realized if night meetings are conducted at regular intervals.

5. A follow-up study should be conducted of the results of telephone calls to the homes of absent students, to determine if this is a viable activity for the elimination of suspicious absences.

6. The principal should design the improvement program so that he is able to effectively monitor all activities to eliminate duplication of effort and to assure the successful completion of the specified objectives.

7. To increase pupil attendance, varied strategies should be implemented to build a competitive school atmosphere.

8. A follow-up study should be undertaken to determine the extent of truancy in the upper-grade classes since only 75.8% of the seventh and eighth grade students indicated illness as one of the major reasons for absence, compared to 94.7% of the intermediate grade students.

9. An adequate written and pictorial record should be maintained of the improvement activities to further the historical development of the school.

10. An annual revision should be effected for the comprehensive modernization capital improvement program to assure effective prioritization.

11. To assure a successful program the evaluation should

include an ongoing process evaluation component to correct the program during its execution.

12. To bring about changes in school people's attitude and beliefs, they should be involved in the problem definition, solution derivation, policy planning, decision making, and implementation phases of a comprehensive school improvement program.

APPENDIXES

APPENDIX A

Barton School Parent Survey
(tentative)

BARTON SCHOOL PARENT SURVEY

DO NOT PUT YOUR NAME ON THIS PAPER

MALE_____ FEMALE______ How many children enrolled in Barton?________

1. List three things that you like most about Barton School.

   a.____

   b.____

   c.____

2. List three things that you do not like about Barton School.

   a.____

   b.____

   c.____

3. If you could keep one thing the same at Barton School, it would be:

   ____

4. If you could change one thing at Barton School, it would be:

   ____

5. If I had a choice, I would send my child to school at: (circle one)

   a. Barton

   b. Other______________________(fill in the name of the school)

6. What two words first come to mind when you think of Barton School?

   a.______________________ b.______________________

7. Barton teachers are providing children with a good education: (circle one number)

1	2	3	4	5	6	7
Always	Most of the time		Sometimes	Seldom		Never

8. The discipline system at Barton School is (circle one number):

1	2	3	4	5	6	7
Too Easy			Fair			Too Hard

9. Drugs are used by students who attend Barton School: (circle one number)

1	2	3	4	5	6	7
Not at all			Sometimes			A great deal

10. Barton teachers respond to the needs of the students: (circle one number)

1	2	3	4	5	6	7
Always	Most of the time		Sometimes	Seldom		Never

11. Barton administration responds to the needs of the students: (circle one number)

1	2	3	4	5	6	7
Always	Most of the time		Sometimes	Seldom		Never

12. Children are safe going to and from Barton School:

a. Yes

b. No. Why?____

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13. What does your child do after school?

    a. Homework

    b. Associates with friends

    c. Household duties

    d. Clubs or Organizations (please specify)________________________

    e. Other (please specify)____

14. What do your children like most about Barton School?

    ____

15. What is it that your children do not like most about Barton School?

    ____

APPENDIX B

Barton School Improvement Program Committee Membership

May 14, 1975

Barton School Improvement Program

Committee Membership

Steering Committee

Teachers: Miss August
Parents: Mrs. Hess, Mrs. Peoples
Students: Jeanette Damiani, Marc Zaslow
Adm. Mr. Wingel

Discipline Committee

Teachers: Miss August, Mr. Garber, Mr. Lipshutz
Parents: Mrs. Adair, Mrs. Hess, Mrs. Peoples, Mrs. Mangigian
Students: Jeanette Damiani, Linda Lucas
Adm. Mr. Wingel

Public Relations Committee

Teachers: Mr. Pennell, Mrs. Poll, Mrs. Spangenberg
Parents: Mrs. Kurtz, Mrs. Murt
Students: Anthony Conners, Lisa Gallagher, Marc Zaslow
Adm. Mr. Wingel

Community Involvement Committee

Teachers: Miss Diggs, Mrs. Dressler, Mrs. Staff
Parents: Mrs. Barnes, Mrs. Tipton
Students: Michele Bruno, Sheila Sohlick, Ed Tipton
Adm. Mr. Wingel

Pupil Attendance Team

Teachers: Mr. Letting, Mr. Musicant
Parents: Mrs. Winstel
Students: Michael Gil, Jon Kee, Sue Witbeck
Specialists: Mrs. Deglin, Mrs. Fromberg, Mrs. Vernon
Adm. Mr. Wingel

APPENDIX C

Letter, Clara Barton School,
January 30, 1975

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

January 30, 1975

Dear Parents:

A school must continuously learn from its operation. Too many program launched by schools to solve problems and meet public needs are not critically analyzed to see how the efforts hit the targets that were identified when the programs were begun. It is fundamental for Barton School to be growing from what is learned from within as well as from outside our school building. We can learn from introspection as well as from instruction and advice from others.

Attached is a survey form that will give you an opportunity to tell us what you think. We would like your frank comments.... Yes, it will take a little time to complete but the only way for us to know what you think of Barton School is to ask you. We really are interested in your comments and opinions concerning our school. Your help and cooperation in completing this survey will enable us to make a better school for your children.

Your name is not required. Your opinions are important and necessary as we consider the future direction of Barton School. Take time to fill it out now and return it no later than tomorrow afternoon.

Many thanks.

William J. Wingel
William J. Wingel
Principal

APPENDIX D

Barton School Student Survey

Barton School Student Survey

DO NOT PUT YOUR NAME ON THIS PAPER

Male ________ Age__________

Female________ Grade________

1. List three things that you like most about Barton School.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. List three things that you do not like most about Barton School.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. If you could keep one thing the same at Barton School it would be:

   ____

4. If you could change one thing at Barton School it would be:

   ____

5. If I had a choice, I would go to school at (circle one):

   a. Barton School

   b. ______________________(fill in name of school)

6. What two words first come to mind when you think of Barton School?

   a. ______________ b. ______________

7. Drugs are used by students who attend Barton School (circle one number):

1	2	3	4	5	6	7
Not at all			Sometimes			A great deal

8. I feel safe going to and from Barton School (circle one number):

1	2	3	4	5	6	7
Not at all			Sometimes			A great deal

Why? ____

9. What do your classmates like most about Barton School?

____

10. What is it that your classmates do not like most about Barton School?

____

11. What do you do after school (circle appropriate letters)?

a. Homework

b. Associate with friends

c. Household chores

d. Clubs or organizations (please specify)____________________

e. Other (please specify)______________________________

12. Following is a list of suggested future programs for Barton School. Please number them in order of importance, with number 1 being the most important, and number 7 the least important.

____Woodshop

____Revised code of discipline

____Science Lab

____Outdoor lighting

____Additional materials and supplies

____Disruptive pupil class

____Interior painting

APPENDIX E

Barton School Parent Survey

Barton School Parent Survey

DO NOT PUT YOUR NAME ON THIS PAPER

Survey filled out:

Together ________
or
Male ____________

Female ____________

How many children do you have enrolled in Barton School ____________

Grade(s) your children are in ____ ____ ____

Are you employed ________ Full time _____ Part time _____

1. List three things that you like most about Barton School.

a. ____

b. ____

c. ____

2. List three things that you do not like most about Barton School.

a. ____

b. ____

c. ____

3. If you could keep one thing the same at Barton School, it would be:

____

4. If you could change one thing at Barton School, it would be:

____

5. If I had a choice, I would send my child to school at (circle one):

a. Barton School

b. ________________________(fill in name of school)

6. What two words first come to mind when you think of Barton School?

a. ____________________ b. ____________________

7. Drugs are used by students who attend Barton School (circle one number):

1	2	3	4	5	6	7
Not at all			Sometimes			A great deal

8. Children are safe going to and from Barton School (circle one number):

1	2	3	4	5	6	7
Not at all			Sometimes			A great deal

Why? ____________________

9. What does your child do after school (circle all appropriate letters)?

a. Homework
b. Associates with friends
c. Household duties
d. Clubs or organizations (please specify)____________________
e. Other (please specify) ____________________

10. What does your child like most about Barton School?

____

11. What is it that your child does not like about Barton School?

____

12. Following is a list of suggested future programs for Barton School. Please number them in order of importance, with number 1 being most important and number 7 least important.

____Woodshop
____Revised code of discipline
____Science Lab
____Outdoor Lighting
____Additional materials and supplies
____Disruptive pupil class
____Interior painting

APPENDIX F

Barton School Teacher Survey

Barton School Teacher Survey

DO NOT PUT YOUR NAME ON THIS PAPER

Male ________ Years Teaching ________________

Female________ Years Teaching at Barton ____________

1. List three things that you like most about Barton School.

   a.____

   b.____

   c.____

2. List three things that you do not like most about Barton School.

   a.____

   b.____

   c.____

3. If you could keep one thing the same at Barton School, it would be:

   ____

4. If you could change one thing at Barton School, it would be:

   ____

5. If I had a choice, I would teach at (circle one):

   a. Barton School

   b. ____________________(fill in name of school)

6. What two words first come to mind when you think of Barton School?

   a. ________________ b. ____________________

7. Drugs are used by students who attend Barton School (circle one number):

1	2	3	4	5	6	7
Not at all			Sometimes			A great deal

8. Do you feel you are growing professionally at the present time? (circle one number)

1	2	3	4	5	6	7
Always	Most of the time		Sometimes		Seldom	Never

9. What do your co-workers like most about Barton School?

____

10. What is it that your co-workers do not like most about Barton School?

____

11. Following is a list of suggested future programs for Barton School. Please number them in order of importance, with number 1 being the most important and number 7 least important.

____Woodshop
____Revised code of discipline
____Science lab
____Outdoor lighting
____Additional materials and supplies
____Disruptive pupil class
Interior painting

APPENDIX G

Barton School Administration Survey

Barton School Administration Survey

DO NOT PUT YOUR NAME ON THIS PAPER

Male________ Professional_______ Years in School District______
Female______ Clerical__________ Years at Barton_______________
Custodial_________
Dietary___________

1. List three things you like most about Barton School.
   a. ______________________________
   b. ______________________________
   c. ______________________________
2. List three things that you do not like about Barton School.
   a. ______________________________
   b. ______________________________
   c. ______________________________
3. If you could keep one thing the same at Barton School, it would be:
   ____
4. If you could change one thing at Barton School, it would be:
   ____
5. If I had a choice, I would prefer to work at (circle one):
   a. Barton School
   b. ______________________(fill in name of school)
6. What two words first come to mind when you think of Barton School?
   a. ______________ b. ______________

7. Drugs are used by students who attend Barton School (circle one number):

1 2 3 4 5 6 7

Not at all Sometimes A great deal

8. Children are safe going to and from Barton School (circle one number):

1 2 3 4 5 6 7

Not at all Sometimes A great deal

Why?____________________________________

9. What do your co-workers like most about Barton School?

____

10. What is it that your co-workers do not like most about Barton School?

____

11. Following is a list of suggested future programs for Barton School. Please number them in order of importance, with number 1 being the most important and number 7 least important.

____Woodshop

____Revised code of discipline

____Science lab

____Outdoor lighting

____Additional materials and supplies

____Disruptive pupil class

____Interior painting

APPENDIX H

Discipline Case Report, Form EH-20
School District of Philadelphia

LAST NAME	FIRST NAME AND INITIALS	SCHOOL
REPORTED BY	DATE	GRADE OR GROUP

DIRECTIONS: SEE ADMINISTRATIVE BULLETINS No. 22A AND No. 22B.

REASONS FOR REFERRAL (SPECIFIC NATURE OF CONDUCT; DESCRIPTIONS AND DATES OF SERIOUS OFFENSES; TEACHER'S DIAGNOSIS; NAME, ADDRESS, AND TELEPHONE NUMBER OF COMPLAINANT. AVOID GENERALIZATIONS.)

MISBEHAVIOR _____ IN CLASS _____ IN HALLS, LUNCHROOM, ETC.

_____ FIGHTING _____ DESTROYING PROPERTY
_____ CARRYING WEAPONS _____ THROWING OBJECTS
_____ THREATENING TEACHERS _____ THREATENING STUDENTS

SPECIFY NATURE OF OFFENSE (USE REVERSE SIDE IF NECESSARY)

REPEAT OFFENDER _____ YES _____ NO

ADJUSTMENT METHODS ALREADY USED BY TEACHER (SPECIFIC MEASURES, INCLUDING THE SPECIALIZED HELP SECURED BEFORE REFERRAL TO PRINCIPAL.)

FORM EH 20—DISCIPLINE CASE REPORT, TEACHER—SCHOOL DISTRICT OF PHILADELPHIA (JAN. 1971)

TO:	DATE

THE FOLLOWING ACTION HAS BEEN TAKEN AS A RESULT OF YOUR REFERRAL OF:

____
STUDENT'S NAME

_____ SEE REVERSE SIDE
_____ DETENTION
_____ CONFERENCE WITH PARENT
_____ REFERRAL TO COUNSELOR
_____ SUSPENSION
_____ REFERRAL TO DISRUPTIVE PUPIL PROGRAM
_____ OTHER

BY_______________________________

FORM EH 20—DISCIPLINE CASE REPORT, TEACHER—SCHOOL DISTRICT OF PHILADELPHIA (JAN. 1971)

APPENDIX I

Emergency Plans For A Day,
William J. Wingel, Principal

EMERGENCY PLANS FOR A DAY

SUGGESTIONS FOR THE SUBSTITUTE (GUEST TEACHER)

We hope your assignment at the Barton School will be pleasant and worthwhile. We have prepared the following information for you.

ROUTINES:

Write your name on the board so that the pupils may call you by name.
Seating chart - (this will help you to identify pupils by name - See chart).
Class helpers - Our class officers are: Pres.______________________
V. Pres.______________________ Secy.______________________

The following pupils will help you with class routines and explain work the class is doing. They are intelligent and dependable: ______________________
____

Paper is found ______________________________________
Book boys are ______________________________________
We distribute and collect materials as follows: ______________________
____

SCHEDULE FOR THE DAY:

The teacher has prepared a complete day of school work for the class. You may use all or any part of this material. Also refer to the teacher's lesson plans.

TIME SCHEDULE:

Children enter at 8:45 and 12:45. Please be at your door to greet them.
Assembly time_________. Recess_________A.M. _________P.M. Dismissals: 12 Noon and 3:00 P.M.
Please escort your class to ______________________ at dismissal.

ROOM LOCATIONS:

Teacher's rooms - near Room ______________________
Infirmary - 1st floor. Our nurse is - Mrs. Fromberg.
Teacher's Dining Room is on the 2nd floor (Room 200C)
Office - 1st floor Principal - Mr. Wingel
Counselor - Mrs. Vernon
Secretary - Mrs. Pons, Mrs. Winson
Custodian - Mr. Brown
The teacher in the room next door is ______________________ Room _______.

POLICIES OF OUR SCHOOL:

Our children are well behaved; however, if you find it necessary to send a pupil to the discipline room - 203, please send the child with another pupil and a note with details.
Girls are sent to lavatory in PAIRS.
Fire Drill - follow instruction found on the chart. Consult your next door neighbor if you need help.
Do not send textbooks home. Check on number distributed and collected.
Please assign homework (except over the weekend).
Any money collected from pupils should be turned in to the office. Keep money on your person.
Return keys to the office at the end of the day.
Do not interview parents unless the parent has a permission slip from the office.
A suggestion: When your assignment is over, write a note to the regular teacher - our teachers like to know the progress of their classes.

IF YOU NEED HELP, DO NOT HESITATE TO CONSULT THE OFFICE.

William J. Wingel
Principal

APPENDIX J

Clara Barton Pupil Code of Behavior
November, 1975

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Staff Members, Students, and Parents:

When Barton students, parents, staff members, and administration were surveyed in January 1975 all groups recommended changes in the existant Pupil Code of Behavior. A Discipline Committee was formed in April, 1975 and immediately began a three-pronged effort:

1. To revise the existant Pupil Code of Behavior.
2. To develop a discipline system whose punishments would be relative to specific behaviors and would be enforceable.

3. To communicate the new code to all parties related to the school.

4. In the attached pages you will find three basic documents, as follows:

1. Pupil Code of Behavior
2. Staff Directions
3. Philadelphia Public School Code Prohibiting Serious Student Misconduct.

Orientation programs for students, parents, and staff members have been planned to explain specific aspects of the codes.

The Barton Discipline Committee will continue to meet regularly to insure the smooth implementation of the new codes and to consider additions and/or deletions to it.

If you have immediate questions, concerns, or suggestions, please contact one of the following Discipline Committee members:

Students: Linda Lucas, Neil Fleisher
Parents: Mrs. Peoples, Mrs. Mangigan
Teachers: Ms. August, Mr. Lipschutz
Administration: Mr. Wingel

Sincerely,

William J. Wingel
William J. Wingel
Principal

WJW:rhp

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

PUPIL CODE OF BEHAVIOR

Introductory Statement

Barton students, in order to achieve a high level of excellence in personal and educational goals are committed to obey and respect the rules and regulations of our school.

To accomplish these goals our children will come to school regularly, on time, prepared and properly attired. Everyone should constantly strive for self-respect and respect for others and behave according to the Barton School Code of Discipline; therefore, every child will be allowed the right to education.

GENERAL RULES

Be considerate of others.
Show proper respect to all teachers.
Arrive at school on time.
Obey safeties and crossing guards.
Be neat and clean at all times.
Leave chewing gum at home.
Avoid fighting for any reason.

IN THE CLASSROOM

Be prepared with daily assignments.
Give consideration and respect to guest teachers.
Try to do good work at all times.
Pay attention.
Leave at home things that may interfere with school work.
Ask permission from the teacher if you wish to leave your seat for any reason.
Ask for a hall pass if it is necessary to leave the room.
Check with your teacher before offering to help a classmate with his work.
Have good posture.
Raise your hand for permission to speak in class.
Show respect for your classmates.
Practice the 'Golden Rule.'
Keep your desk arranged neatly.
Hang your coat, etc. carefully in the cloakroom or locker.
Keep your money and other valuables (pens, etc.) with you at all times. These things should not be left on or under your desk when you go to recess.

- -

IN HALLS AND ON THE STAIRS

Walk safely without touching other children.
Talk quietly.
Hold on to the railings going up and down stairs.
Walk on the right side. Keep in a straight line to avoid bumping into children going the other way.
Eat only in the lunchroom and yard unless you have special permission from the teacher to eat elsewhere.
Keep Barton clean.

ON TRIPS

Obey safety rules in the bus and when getting on and off the bus.
Listen carefully for directions from your teacher and/or guide.
Stay with your group at all times.
Be neat and polite. Remember you are representing Barton School.

IN THE ASSEMBLY

Enter and leave the assembly as quietly as possible.
Be a polite audience.
Pay close attention to the assembly leader.
Listen to records quietly so that everyone may enjoy them.
Show proper respect for our flag during the Flag Salute and the singing of the National Anthem.
Sit in your assigned seat only
Applaud properly with hands only.
Report to your teacher if you come in late.
Put your seat up quietly when leaving.

IN THE LUNCHROOM

Talk quietly in the lunchroom.
Obey the whistle. It means, 'be quiet and listen.'
Show good table manners.
Place all trash in the trash cans.
Stay in your seat while eating.
Obey the matron and teacher in charge.

In the Library

Remember--The Library is a QUIET place for reading.
Any questions you need to ask the librarian should be asked in a whisper or very low voice as in the Public Library, so you will not disturb other children who are reading.

IN THE YARD

Play safely and considerately.
Stay on your own side of the yard.
Walk to your line when the bell rings.
Stay in the yard at all times excepting dismissal.
Put trash in trash cans.
Go directly home after dismissal at noon and at 3:00 P.M. so that the safeties will be on duty when you cross streets.

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

PUPIL CODE OF BEHAVIOR

Staff Directions:

It has been said that a well-disciplined student is one who is consistently and willfully cooperative, even when he is left unsupervised and has to decide for himself what is the correct thing to do. This statement emphasizes the fact that the goal of good discipline should be that of preparing our students for effective lives in a democratic society with stress on self-direction.

It should be remembered that the solution which gives immediate relief in the case of misconduct should be examined with care in the light of what it will do to help the student improve his ability to be self-directing.

Corporal punishment is not approved by the Philadelphia Board of Education as a method of handling discipline problems, by teachers and staff members. The principal is permitted to administer corporal punishment if specific precautions are taken.

Experience indicates that more effective results might be obtained by a sequential course of action with increasing severity of punishment and greater involvement of parents and/or resource persons where advisable. Ordinarily the following sequence is recommended, although the gravity of of the situation will determine a different course of action.

I. Private conference between teacher and pupil.

II. Withdrawal of privilege.

III. Conference with teacher, pupil, and parent.

IV. Conference with principal or disciplinarian.

V. Conference with teacher, principal or disciplinarian and pupil.

VI. Suspension.

VII. Recommendation for expulsion.

This sequence of action reflects a positive desire on the part of the school to prevent behavioral discrepancies from becoming serious disciplinary problems.

1. ABUSIVE DISRESPECT TO TEACHERS

   a. Includes consistent disregard of classroom and school rules which undermine a teacher's authority or any overt physical or verbal action.

   b. Teacher will refer all cases of abusive disrespect to administration immediately for suspension.

2. DESTRUCTION OF SCHOOL PROPERTY

   a. Irrepairable damage - suspension.

   b. Repairable damage - student will be given choice of repairing/replacing or suspension.

   c. In event of a 2nd offense, student will be suspended.

3. DESTROYING PERSONAL PROPERTY

   a. Minor offenses - teacher management.

   b. Major offenses - student has choice to repair/replace or be suspended after parent conference.

4. FIGHTING AND ASSAULT

   a. A student shall not intentionally do, or attempt to do, bodily injury to any person.

   b. This does not include self-defense.

   c. In such cases teachers will refer to administration for suspension.

5. CARRYING WEAPONS

   a. Includes weapons or instruments reasonably thought to be used as weapons.

   b. Normal school equipment (pencils, compasses) not included.

   c. Refer to administration for suspension and/or possible arrest.

6. THREATENING TEACHERS AND STUDENTS

   a. Teacher will report all direct threats to administration for suspension. Parent will be called to escort child home.

   b. Indirect threats - teacher will investigate indirect threat if found serious - teacher will report to administration if not serious - teacher discretion should be used.

7. EXTORTION OR ATTEMPTED EXTORTION
    - a. Any attempt to extort or the act of extorltion of personal property may lead to suspension.
    - b. Minor offenses - teacher management.
    - c. Major offenses - refer to administration.

8. STEALING AND BLACKMAIL
    - a. Minor offenses - teacher management
    - b. Major offenses - refer to administration for further action.

9. LATENESS TO SCHOOL
    - a. Teacher will handle initial cases.
    - b. Parent conferences will be scheduled by the teacher for repeated offenses.
    - c. Chronic cases will be reported to administration.

10. TRUANCY
    - a. Three days absence, teacher submits CEH-14 to office.

11. CUTTING CLASSES
    - a. Lateness to Class (partial cut)

        1st offense: - Teacher management.

        - a. allow child in room.
        - b. teacher will handle by contacting parent through form letter.
        - c. if child does not return form letter, no action is necessary but teacher should make notation that letter was sent.

        2nd offense:

        - a. refer to administration for parent conferences.
        - b. child will not be admitted to class.
        - c. form letter will be used by Mrs. Wertheimer.

        3rd offense (or more):

        - a. Refer to administration.
        - b. Parent conference will be held with administration.

    - b. Entire Class Periods (Full-Cut)

        1st offense: refer to administration for parent conference.
        2nd offense or more: parent conference with administration.

12. INTERRUPTING AND DISTURBING OTHER CLASSES

A. Children With Passes

1. Send responsible student escort and return child to class.

2. Homeroom teacher should notify other teachers never to send this child out of the room. In extreme emergencies that child will be escorted by a responsible student.

B. Children Without Passes

1. Send child and student escort to administration with a note. Administration will note incident and notify the homeroom teacher. Teacher will handle problem in a way she/he feels necessary.

2. Repeat offenders (2nd time) - send to administration for parent notification.

3. Three times or more - Administration will call for personal conference with parent.

13. ENTRANCE, EXIT, AND CHANGE OF CLASS PROCEDURES

a. Minor incidents - immediate correction or referred to homeroom teacher, e.g., misuse of water fountains.

b. Major incidents - refer to administration.

1. e.g., challenging authority.

c. All staff members should encourage students not to loiter and go right home at dismissal.

14. TRESPASSING

a. Anyone seeing a stranger (without pass) in building - report to office.

b. All visitors are required to check in at main office to pick up pass.

c. Regulations pertaining to school trespassing will be enforced. This is a city ordinance.

15. SMOKING

a. Includes school premises or school related functions.
b. Cigarettes are illegal to have in school and will be confiscated.
c. Smoking on school premises is suspendable.
d. Teachers should call parent if she/he suspects child is smoking.

16. FIRE EQUIPMENT

    a. Students tampering with fire extinguisher and fire alarm box will be referred to administration for suspension.

17. SNOWBALLS

    a. Throwing snowballs on or toward premises will result in immediate suspension.

    b. Persons observing offense shall report it to Administration.

    c. Snowballs thrown at staff members off school premises will result in immediate suspension.

18. SHOOTING AND THROWING FOREIGN OBJECTS

    a. Minor - teacher management

    b. Major - refer to administration

19. CALLING OUT; CHRONICALLY UNPREPARED; REFUSAL TO FOLLOW DIRECTION OF ALL SCHOOL PERSONNEL; RUNNING IN HALLS

    a. Minor - teacher management

    b. Major - refer to administration

20. OBSCENE LANGUAGE

    a. Teacher discretion and management upon context in which it is used.

    b. If referred to administration - teacher must be specific

21. DISRESPECT TO SAFETIES

    a. Safety to report incident to safety coordinator who refers problem to homeroom teacher - to be dealt with (corrected) by teacher or coordinator.

    b. Minor offenses will be dealt with by teacher or coordinator

    c. Major offenses (e.g. hitting, pushing physically abusing) - report by safety coordinator to administration.

22. LUNCHROOM

    a. Minor offenses - noon-time aide will send form to homeroom teacher. Child must take this form home to be signed and returned to aide.

    b. Three offenses - aide has conference with parent.

    c. Major offenses - refer to administration.

23. CHEWING GUM AND EATING IN CLASS

    a. teacher management initially

    b. repeated offenses - teacher will make parent contact

    c. if continued, refer to administration for suspension

24. LEAVING SCHOOL PREMISES DURING SCHOOL HOURS

    a. minor offenses - staff management

    b. major offenses - refer to administration

25. USE OF LOCKERS

    a. students are permitted to use locker at admission and dismissal unless otherwise directed by their teacher or other staff member.

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

To: Staff Members, Students and Parents

From: The Barton School Discipline Committee

Subject: Attached Document

Attached in the following pages is the School District of Philadelphia Code Prohibiting Serious Student Misconduct, originally published in January, 1973. This code was adapted from material published by the Institute of Government, University of North Carolina, by a Discipline Committee made up of representatives of the Home and School Council, Philadelphia Federation of Teachers, Philadelphia Association of School Administrators, Union of Student Governments and central office.

This document serves as a basic guide in the identification of specific acts that are considered sufficiently serious to require a student suspension.

CODE PROHIBITING SERIOUS STUDENT MISCONDUCT
PHILADELPHIA PUBLIC SCHOOLS

RULE 1. DISRUPTION OF SCHOOL

A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school.

Neither shall he engage in such conduct with the deliberate intention of causing the substantial and material disruption or obstruction of any lawful mission, process, or function of the school if such a disruption or obstruction is reasonably certain to result.

Neither shall he urge other students to engage in such conduct with the deliberate intention of causing the substantial and material disruption or obstruction of any lawful mission, process, or function of the school if a substantial and material disruption or obstruction is reasonably certain to result from his urging.

RULE 2. DAMAGE, DESTRUCTION, OR THEFT OF SCHOOL PROPERTY

A student shall not intentionally cause or attempt to cause substantial damage to school property, or steal or attempt to steal school property of substantial value. Repeated damage or theft involving school property of small value also shall be considered an act of serious student misconduct.

RULE 3. DAMAGE, DESTRUCTION, OR THEFT OF PRIVATE PROPERTY

A student shall not, either on the school grounds or during a school activity, school function, or school event off school grounds, intentionally cause or attempt to cause substantial damage to private property, or steal or attempt to steal valuable private property. Repeated damage or theft involving private property of small value also shall be considered an act of serious student misconduct.

RULE 4. ASSAULT ON A SCHOOL EMPLOYE

A student shall not intentionally cause, or attempt to cause, physical injury or intentionally behave in such a way as could reasonably cause physical injury to any school employe.

Self-defense against bodily harm is not to be considered an intentional act under this rule.

RULE 5. PHYSICAL ABUSE OF A STUDENT OR OTHER PERSON NOT EMPLOYED BY THE SCHOOL

A student shall not intentionally do, or attempt to do, serious bodily injury to any person:

a. on the school grounds during and immediately before or immediately after school hours;

b. on the school grounds at any other time when the school is being used by a school group; or

c. off the school grounds at any school activity, function, or event..

Self-defense against bodily harm is not to be considered an intentional act under this rule.

RULE 6. WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not knowingly possess, handle, or tansmit any object that can reasonably be considered a weapon:

a. on the school grounds during and immediately before or immediately after school hours;

b. on the school grounds at any other time when the school is being used by a school group; or

c. off the school grounds at any school activity, function or event.

This rule does not apply to normal school supplies like pencils or compasses but does apply to any firearm, any explosive including firecrackers, any knife, and other dangerous object of no reasonable use to the pupil at school.

RULE 7. NARCOTICS, ALCOHOLIC BEVERAGES, AND STIMULANT DRUGS

A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;

a. on the school grounds during and immediately before or immediately after school hours,

b. on the school grounds at any other time when the school is being used by any school group; or

c. off the school grounds at any school activity, function, or event.

Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.

RULE 8. REPEATED SCHOOL VIOLATIONS

A student shall not repeatedly fail to comply with directions of principals, teachers, or other authorized school personnel during any period of time when he is properly under the authority of school personnel.

RULE 9. DISRUPTIVE AND/OR OFFENSIVE USE OF LANGUAGE

Student shall not use language in any school publication, in any meeting of students or in messages through the public address system which is profance, obscene, intentionally disruptive or offensive to other students, faculty or the community.

APPENDIX K

Form Letter, To The Parent Or Guardian Of _________,

William J. Wingel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Date ________________ 19____

To the Parent or Guardian of ______________________________:

Barton students, in order to achieve a high level of excellence in personal and educational goals, are committed to obey and respect the rules and regulations of our school.

Problems with your child have arisen in the following area (s):

☐ Lateness to school
☐ No homework
☐ Cutting Classes
☐ Unprepared for class
☐ Leaving School Premises without permission
☐ Lunchroom Misbehavior
☐ Gum chewing
☐ Property Destruction
☐ ____________________
____

Please telephone me? __________ Please see me? ____________

Phone No. 455-1820

From __________ to __________ Day preferred ____________

Date: ____________________

Please indicate the date and time when I may expect your call or visit if the above time is not convenient.

____

Please have your child return this slip to me. Thank you.

____
Parent Signature

____
Principal
Teacher
School Aide

WJW:rhp

APPENDIX L

Regulations Of The State Board Of Education Of Pennsylvania, Chapter 11, "Pupil Attendance", Commonwealth of Pennsylvania, May 11, 1973

Commonwealth of Pennsylvania
STATE BOARD OF EDUCATION

REGULATIONS
OF THE
STATE BOARD OF EDUCATION OF PENNSYLVANIA

CHAPTER 11
PUPIL ATTENDANCE
(Approved May 11, 1973)

General Provisions

Section 11.1. School term.
11.2. School day.
11.3. Minimum required hours.
11.4. Early withdrawal for college entrance.
11.5. Part-time attendance for potential graduates.
11.6. Open campus.
11.7 Religious objections.

Admission to Public Schools

11.11. Entitlement to attend public schools.
11.12. School age.
11.13. Compulsory school age.
11.14. Admission to kindergarten when provided.
11.15. Admission of beginners.
11.16. Early admission of beginners.

Absences for Temporary Periods

11.21. Religious holidays.
11.22. Tutorial work.
11.23. Health care.
11.24. Runaways.
11.25. Illness or other urgent reasons.
11.26. Educational tours and trips, not school sponsored.
11.27. Graduation preparations.
11.28. Work study or career exploration programs.
11.29. Pupils receiving instruction in the home.

CHAPTER 11 - 2

Excusals from Public School Attendance

Section 11.31. Pupils not enrolled in public schools due to private instruction.
11.32. Pupils attending nonpublic or private schools.
11.33. Dual enrollment - nonpublic school pupils enrolled part-time in the public schools.
11.34. Children not able to receive instruction in the home.

Exceptions

11.41. Exceptions from pupil attendance.

GENERAL PROVISIONS

§11.1. School term.

All public kindergarten, elementary and secondary schools shall be kept open each school year for a minimum of 180 days of instruction for pupils. No days shall be counted as days taught on which the schools are closed and no time shall be counted as a pupil session for any activity to which admission is charged. However, prior to the beginning of the school term upon request, the Secretary may, when a meritorious educational program warrants, approve a school year containing a minimum of 990 hours of instruction as the equivalent of 180 school days.

§11.2. School day.

Instruction time for pupils shall be time in the school day devoted to planned pupil instruction provided as an integral part of the school program under the direction of certificated school employes.

§11.3. Minimum required hours.

Minimum hours of instruction time for pupils based on a school term of 180 days shall be as follows:

Grade	Day	Week	Year
K	2.5	12.5	450
1-6	5.0	25.0	900
7-12	5.5	27.5	990

§11.4. Early withdrawal for college entrance.

Pupils attending college full time prior to graduation from high school shall be dropped from the membership roll of the district at the time they withdraw.

§11.5. Part-time attendance for potential graduates.

A 12th grade pupil may qualify for graduation by attending the public school part-time when lawfully employed part-time or when officially enrolled in a college part-time. Membership in the public schools of the district on an equivalent full-time basis for such pupils may be counted for reimbursement purposes.

§11.6. Open campus.

Open campus programs limited to the senior high schools may be approved in accordance with standards of the Secretary. Pupils enrolled in these programs shall be counted on a full-time basis for reimbursement purposes.

§11.7. Religious objections.

A school district may excuse pupils from instruction in those portions of science and health courses which conflict with the religious beliefs of the pupil. School districts shall require written requests from the parents.

ADMISSION TO PUBLIC SCHOOLS

§11.11. Entitlement to attend public schools.

Every child of school age residing in a school district shall be entitled to attend the district's public schools established by the board of school directors.

§11.12. School age.

School age is the period of a child's life from the earliest admission age to a school district's pre-elementary school program or, when no pre-elementary school program is provided, to the district's earliest admission age for beginners, which shall be no later than six years, until the age of 21 years. Beginner means any child that should enter the lowest grade of an elementary school above kindergarten.

§11.13. Compulsory school age.

Compulsory school age refers to the period of a child's life from the time the child enters school as a beginner which shall be no later than at the age of eight years, until the age of 17 or graduation from a regularly accredited Senior High School, whichever occurs first.

§11.14. Admission to kindergarten when provided.

When kindergartens are provided, the board of school directors shall establish the district's minimum entry age to kindergarten which shall not be less than four years no months and the maximum entry age of the district to kindergarten which shall be less than the district's minimum entry age for beginners.

§11.15. Admission of beginners.

The board of school directors shall establish the district's minimum entry age for beginners which shall not be less than five years and seven months nor more than six years no months as of the admission period of the school term of the district.

§11.16. Early admission of beginners.

The board of school directors of any school district may upon parental request when recommended by a public school psychologist and approved by the district superintendent of schools, admit as a beginner any child with a chronological age of five years and a mental age of seven years or more as of the admission period of the district's school term, but nothing contained in these regulations shall be construed to require a board of school directors to admit any child as a beginner whose chronological age is less than the district's established admission age for beginners as of the district's admission period.

ABSENCES FOR TEMPORARY PERIODS

§11.21. Religious holidays.

(a) A pupil may be excused from school for observance of bona fide religious holidays by particular religious groups in accordance with policies of the district's board of school directors.

(b) A pupil's absence from school for bona fide religious holidays should be recorded as an excused absence. There shall be no penalty attached to such an absence.

§11.22. Tutorial work.

Upon parental request, a pupil may be excused during school hours for the purpose of receiving tutorial instruction in a field not offered in the district's curricula only under the following circumstances:

(1) The excusal does not interfere with the regular program of studies.

(2) The qualifications of the instructor are approved by the district superintendent.

§11.23. Health care.

A pupil may be excused during school hours for the purpose of obtaining nonschool professional health care under the following circumstances:

(1) The health services are rendered by state licensed practitioners.

(2) There has been established reasonable cooperation between the school authorities and the practitioners in providing services to school children outside school hours.

(3) The time of necessary absence from school involves a minimum of interference with school work.

§11.24. Runaways.

A pupil who has run away from home and not returned to school shall be carried on the active roll for a maximum of 15 days after the police have been notified. Such absence shall be classified as unexcused.

§11.25. Illness or other urgent reasons.

Every principal or teacher may upon receipt of satisfactory evidence of mental, physical or other urgent reasons excuse a child for nonattendance during temporary period, but the term urgent reasons shall be strictly construed and shall not permit irregular attendance.

§11.26. Educational tours and trips, not school sponsored.

Upon receipt of a written request from the parents of the pupils involved, pupils may be excused from school attendance to participate in an educational tour or trip provided during the school term at the expense of the parents when such tour or trip is so evaluated by the District Superintendent and pupil participants therein are subject to direction and supervision by an adult personage acceptable to the District Superintendent and to the parents of the pupils concerned.

§11.27. Graduation preparations.

Pupils in graduating classes may be counted present for not more than three days for graduation preparations under the supervision of certificated school employes.

§11.28. Work study or career exploration programs.

Pupils engaged in an approved work study or career exploration program arranged as an integral part of the school curricula and properly supervised shall be counted for attendance and reimbursement purposes as if in regular school attendance.

§11.29. Pupils receiving instruction in the home.

A child of school age enrolled in the public schools who is homebound and unable to attend the public schools as determined by a medical examination, and who is receiving approved homebound instruction or instruction in the home, shall be counted for attendance purposes as if in regular school attendance. During the time such homebound pupil is able to receive instruction in the home, the district or intermediate unit or both shall provide such homebound instruction or instruction in the home.

EXCUSALS FROM PUBLIC SCHOOL ATTENDANCE

§11.31. Pupils not enrolled in public schools due to private instruction.

Private tutoring by a properly qualified tutor shall be subject to the approval of the district superintendent of schools. Such instruction shall include the subjects and activities designated and prescribed by statute and shall be conducted daily throughout the period that the public schools of the district are in session.

§11.32. Pupils attending nonpublic or private schools.

A compulsory school age child regularly attending full time a nonpublic or private day school in which the activities prescribed by statute and regulations of the State Board of Education are taught shall be excused from attending the public schools.

§11.33. Dual enrollment - nonpublic school pupils enrolled part-time in the public schools.

Membership and attendance of nonpublic school pupils lawfully enrolled part-time in the public schools shall be recorded and counted on an equivalent full-time basis for attendance purposes and reimbursement.

§11.34. Children not able to receive instruction in the home.

A child of school age who is unable to take part in homebound instruction or instruction in the home may upon recommendation of the school physician and a psychiatrist or public school psychologist or both and with the approval of the Secretary be excused temporarily from school attendance. The temporary excusal, which shall be re-evaluated every three months, may be extended upon the recommendation of the school physician and with the approval of the Secretary. The temporary excusal and subsequent re-evaluations are subject to requirements of notice and due process hearing. Children so excused shall be entered on the inactive roll.

EXCEPTIONS

§11.41. Exceptions from pupil attendance.

The Secretary or his designated representative may grant exceptions to these regulations where necessary to adapt them to school district needs.

APPENDIX M

Pupil Absenteeism Survey, Clara Barton School, Barton Attendance Team

CLARA BARTON SCHOOL
"B" & Wyoming Ave.
Philadelphia, Penna. 19120

Pupil Absenteeism Survey

To determine what changes are necessary to improve pupil attendance we first have to know the reasons for your absences.

Please read the entire list before you check the three main reasons.

Do not put your name on this survey.

( ) I'm afraid of other Barton students.
( ) I'm afraid of students from other schools.
( ) I can't get up in time in the morning.
( ) Parents need me at home.
( ) I don't understand the work.
( ) I don't get along with Barton people.
( ) (principal, teachers, aides, students)
( ) I'm bored with the work.
( ) I'm only absent when I'm sick.
( ) My parents take me on trips during schoolday.
( ) Other(s)____
____
____
____
____

To improve Barton what do you suggest? What would make Barton more interesting for your friends who have high absenteeism? List your ideas below.

____
____
____
____
____

Thank you,

Barton Attendance Team

APPENDIX N

Clara Barton School Newsletters, William J. Wingel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

The parents and the school should work together for the welfare of the children. This cooperation is necessary if the cultural and educational levels of the pupils are to be raised. This, as a parent, I am sure you want and will welcome.

From time to time the school will issue newsletters offering suggestions that you, as a parent can follow. These suggestions, if followed sincerely and conscientiously, will benefit your child.

Below are listed topics that the letters will discuss and for which suggestions will be offered:

1. Getting along with others and understanding not only likenesses, but also differences.
2. Love and discipline.
3. Homework and the relationship between the home and school.
4. Worthwhile books and magazines.
5. Kindergarten requirements for 1st year.
6. Family excursions.
7. Family discussions.
8. Home and school Assocation Membership.
9. Attendance and punctuality.
10. Parent Responsibilities with Home Assignments.
11. Reading: Parents Can Help!
12. Health habits and safety.
13. The recognition and encouragement of talents.
14. The value of keeping up with the news and various viewpoints.
15. Courtesy and proper social behavior leading to understanding how different people live and develop a proper recognition of their cultures.
16. The proper use of leisure time. Encourage the development of good work habits and aim toward enriching the life of a student.
17. An awareness of our scientific age.

Sincerely,

William J. Wingel
Principal

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

One of the most challenging problems of our time is learning to live together. Our Scientific Age has brought into sharp focus the need for human understanding.

Children need to know that all people are not alike. They need to learn respect for these differences. They must be taught a deep sense of pride in their own cultural heritage and an understanding of the heritage of others.

It is important that the Golden Rule remains as one of the most universal standards of behavior.

In some respects, children like to be different, but there is also a compelling desire to be like other children. Therefore, children must be taught to modify their behavior so that it is acceptable. By so doing, each child will be able to take his place in school situations as well as in society.

Listed below are some ideas which should be agreeable with children and adults:

1. Labels are only words and they should not be misinterpreted as people.
2. Every person is a human being, important in his own right.
3. Respect for the rights of individuals or groups to differ from the other groups and individuals.
4. Acceptance of responsibility as individuals for human rights of all and for living up to citizenship in our culture.
5. Sensitivity to the feelings, needs, and problems of all people.
6. A curiosity for evaluating rumors before they are accepted as fact, to prevent misunderstandings.
7. The belief that others should be judged on the basis of knowledge of their individual abilities without regard to their ethnic background or socio-economic status.

William J Wingel
William J. Wingel
Principal

- -

NOTE:

Parents of 8th grade students who may want their children to go to a high school, other than their neighborhood high school, may send a letter to the Barton School Office requesting forms for 9th grade admission for September, 1976.

CLARA BARTON SCHOOL
"B" and Wyoming Ave.
Philadelphia, Penna. 19120

Dear Parent:

Your most prized possession is your child. The greatest gift you can bestow on him or her is love and affection.

A child must know he is loved, wanted, and cherished. He must know you share his accomplishments, and you suffer when he falters. Without your love and affection, he is deprived of the feeling of security.

Parents must provide discipline. Children must learn there is a system of right and wrong behavior, and that the wrong is to be avoided.

You need not fear that your child will resent discipline. If given fairly, his love for you is not lessened. He will know that you still love him and have affection for him.

Parents may agree upon the importance of love, affection, and discipline. Often, though, they are confused as to the manner in which they should be shown. Below are listed some suggestions which may prove helpful.

1. Take an interest in your child's school work. Discuss it! Help, when necessary.
2. Make it possible for your child to talk to you about problems he may have.
3. Know your child's friends. Encourage only good friendships.
4. Know where your child is at all times.
5. Have a definite time for returning from school, doing homework, playtime, watching T.V., and bedtime.
6. Your child should know that wrong actions bring reasonable punishment.
7. Teach respect for law, order, and people in authority.
8. Say what you mean and mean what you say.
9. Set an example that you would be proud to have your children follow.

Sincerely,

William J Wingel
William J. Wingel
Principal

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parent:

Homework provides an opportunity for the Home and School to cooperate. The pupil should assume the major responsibility for completing the assignment but parents can take an active interest in what is being done.

1. Promote a good attitude toward homework - show interest, supervise what is being done, be a source of reference and help.
2. Provide a definite time and a proper place - see that all necessary materials are available.
3. Arrange conferences with teachers related to assignments.
4. Make necessary materials available (such as pencils, books, scissors, crayons, magazines).
5. Assist your child with drills, You may also check the homework for neatness.
6. You can arrange a conference with the teacher on problems related to homework assignments.
7. Your child, the teacher, and you will see increased progress in your child's learning when the above suggestions are followed.

Please help your child by showing your cooperation.

Sincerely,

William J Wingel

William J. Wingel
Principal

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

Do you encourage your child to read? Reading is the most important tool a child needs as he goes through school, and you can help him to use this tool and use it well.

1. Be sure your child has a quiet, well lighted place which he can use for reading.
2. Have his eyes examined and be sure he wears his glasses, if necessary.
3. Show an interest in reading yourself. Read books, magazines, and newspapers.
4. Have reading material available in the home.
5. Listen to your child read -- help him, encourage him, praise him.
6. Discuss with your child what he has read or is reading.
7. Read to him.
8. Buy good reading materials -- they make excellent gifts.
9. Have your child join the library.
10. Be sure your child knows how to take care of a book.
11. Provide a shelf or bookcase where your child can store his books.
12. Books can be wonderful companions. Make them your friends.

Sincerely yours,

William J. Wingel
William J. Wingel
Principal

- -

Reminders:

1. We need you to aid our children at Barton School. Do you have some time to volunteer your services? Please contact the office (455-1820) for an appointment.
2. Dates:
    a. September 24, 1975 - 7:30 P.M. Philadelphia Board of Education Meeting - Parkway at 21st Street.

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parent:

In order to obtain the best education for your child, you can play an important role. Children must grow physically, emotionally, psychologically, and socially before formal learning can take place. See that your child is able to do these things at least before he enters 1st year.

Does your child --

1. See comfortably (does not squint, rub eyes or hold things too close or too far from eyes)?

2. Get along well with his friends?

3. Respond to correction readily?

4. Accept a certain amount of opposition or defeat without crying or sulking?

5. Usually complete a task once it is begun?

6. Know how to listen and follow simple directions? "Put on your coat." "Sit down." "Get in Line." etc.

7. Take care of his personal needs?

    A. Good toilet habits
    B. Put on his outer clothing, including boots
    C. Button buttons and tie shoes
    D. Keep face and hands clean

8. Know how to talk so that he can give an answer to a question rather than grunting or shrugging his shoulders?

9. Have good manners and use "please," "thank you," "excuse me," etc.?

10. Speak in sentences?

11. Know how to walk up and down steps correctly?

12. Know how to hold pencils and crayons properly?

13. Know his age by a number instead of holding up fingers? "I am six years old."

14. Count and recognize numbers 1 to 10?

15. Recognize colors: red, yellow, blue, green, orange, purple, brown, black, and white?

16. Know his full given name, address, and telephone number?
John Smith, 204 Rate Street, Philadelphia, Penna. ZA 5-9643

Many of these things may seem automatic, but children should know them in order to be ready for the classroom situation. Please examine this list and help your child to be ready for school.

Sincerely,

William J. Wingel

William J. Wingel
Principal

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parent:

A great educator once said that a person learns by doing. If we may be permitted to expand this principle, we might say that a family learns by doing, by doing things together. One of the most rewarding attributes of family life is the comradeship which it can foster through sharing common experiences.

The family is the nucleus of the training each child receives. It establishes those habits, good or bad, on which the future of the nation depends. As parents or guardians, our prime responsibility is to inculcate in our children those habits which will help them develop into capable, honorable and socially acceptable adults. Responsible parents, therefore, take an active role in providing wholesome experiences wherein their childrn could develop healthy habits. What more positive way is there of accomplishing this, than to share these experiences as a family. Family excursions, as an example, is one good way for the entire family to enjoy pleasant entertainment together.

We in Philadelphia are exceptionally blessed with a wealth of very interesting places for families to visit. Our locale is rich in historic Americana. One needs to walk only a few blocks to stroll over the same spots our forefathers frequented. Or, if you prefer, a short ride could take you to even still greater enchantment. As suggestions, these are but a few of many places for family fun. They're not too far away.

1. Hershey Chocolate Factory, Hershey, Penna.
2. Valley Forge State Park
3. The Philadelphia Museum of Art
4. Fort Mifflin
5. Philadelphia Internationa Airport
6. Pennsbury Mansion
7. New Hope
8. Gettysburg National Park
9. Curtis Arboretum
10. Longwood Gardens
11. Independence Hall - Colonial Philadelphia
12. Pennsylvania Dutch Country
13. PhiladelpHia Navy Yard

In addition, your child may carry on activities with friends. Know his friends and discuss with your child what he has done. Encourage him in activities that are worthwhile. Show an interest in what he is doing.

You, the parent, must guide, stimulate, and encourage the child along paths that lead to experiences that developcuriosity and broaden his view of the world outside the home and the school.

Sincerely,

William J. Wingel
William J. Wingel
Principal

WJW:rhp

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parent:

Many people never rise very far because they do not have a goal nor do they aim high enough. They are "licked" before they start because they tell themselves they "haven't got a chance."

Help us to help your child by encouraging him to aim for a goal and be sure this goal is high.

1. Encourage his strong points.
2. Discuss worthy goals with him.
3. Provide your child with varied experiences.
4. Help him discover people and places other than those in his immediate neighborhood.
5. Encourage him to read. Keep worthwhile reading material about the house.
6. Make his home a place where he wants to be and a place where he can bring friends.
7. Pat him on the back for each fine thing he does. Give him a friendly helping hand when he strays.
8. Inspire him.
9. Don't be satisfied, and encourage him not to be satisfied, with less than he can achieve.
10. Encourage family discussions about the goals of each member of the family -- long and short term goals. Encourage each member of the family.

Sincerely,

William J. Wingel

William J. Wingel
Principal

Note:
Parents are actively working on four committees to improve Barton School. If you have an interest, and time to attend meetings, please contact Mrs. Elizabeth Peoples, Pres. Home and School Association, or the school [illegible] or the school office (455-1820). The four committees are involved with pupil attendance, discipline, public relations, and community involvement.

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Parents and Teachers Are Partners

Dear Parents:

The job of making good men and women out of our boys and girls is the dual responsibility of parents and teachers. The home and the school must work together in order to successfully guide the children along the road to success.

One of the most vital forces in the life of our educational work in Philadelphia is the Home and School Council, and a most important group in the work of the Barton School is the Barton Home and School Association.

This association has worked faithfully and hard, for many years now, to help the school improve its conditions. Improved conditions help the teachers help your children.

The association always had good membership in the past. Family membership costs only one dollar. The money thus collected not only helps the school financially, but it also represents cooperation on your part.

Many mothers are active in the work of the Home and School Association, too. There is much work to do. Mothers are Classroom Mothers, members of committees that sell school store items, organize Cake and Candy Sales in the school, make the Annual Bazaar and Play Day possible, organize and run the Pretzel Sales and help in many other fund raising activities. We also have meeting to discuss how to help our children educationally.

Money raised in these ways is used to buy many educational items for the use of our boys and girls. Such items add to the great many things that the Board of Education supplies. Every additional thing that we do just makes the educational program better for our children.

Soon, you are going to be asked to send in your dues for the year 1975-1976. I know that you'll be glad to join the Association. I hope, also, that you'll become an active member; attend meetings and help in the work necessary to improve your child's opportunities in the Barton School.

YOUR ARE PARTNERS WITH THE SCHOOL.
JOIN! YOU'LL BE ASKED SOON.
PAY YOUR DUES!
JOIN AS AN ACTIVE MEMBER!
COME AND HELP YOUR CHILD!

Sincerely,

William J Wingel

William J. Wingel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

We are in the midst of the most ambitious educational programs ever known to our city. New buildings, renovations, resources, personnel, programs, and techniques are being used in an attempt to improve the quality of education we offer our children.

Lateness and poor attendance interfere with a child's school progress. Being punctual and being present are good habits to form.

The pattern of regular attendance and punctuality is a habit that you, as parents, can do much to establish. If your child forms the practice at an early age, of attending school regularly and punctually, it will stay with him throughout his school career and make possible a greater degree of scholastic success. To help your child form this habit, we suggest you consider and use the following procedures:

1. Send your child to school every day unless he or she is not well. Send a note following an absence.
2. Send your child to school by 8:45 each morning and by 12:45 each afternoon. The time is subject to distance.
3. Instruct your child to come direct to the school yard and not to linger.
4. Limit the watching of television to desirable shows seen at an early hour.
5. Determine that things needed for the next school day are in readiness the night before (clothes, books, assignments, etc.).
6. Leave time in the morning and afternoon for the child to have a good meal.
7. Set an early hour for going to bed and stick to it.
8. Awaken your child early enough to allow sufficient time for before-school activities (washing, grooming, breakfast, etc.)

Remember, the best education that can be offered does your child no good unless he attends regularly to receive it.

Together, we can give all children what they deserve - - the maximum education. Help us to help your child.

Sincerely

William J. Wingel
William J. Wingel
Principal

WJW:rhp

CLARA BARTON SCHOOL
B and Wyoming Aves.
Philadelphia, Pa. 19120

HOMEWORK ASSIGNMENTS

Dear Parents:

Effective homework has a definite place in all schools. A home assignment is an extension or followup of school activities. Homework provides opportunity for pupils to become self-directive. Home activities strengthen and enrich school experiences.

Responsibility of Parents

While your child should assume the major responsibility for completing the homework assignment, you, the parent, should take an active interest in his or her homework.

1. You should encourage your child to feel the importance of homework.

2. You should provide a definite time and suitable place for study or other home activities. It is suggested that the child play and engage in some recreation immediately after school hours. Homework should be done, after the dinner hour, always at the same time, in a quiet place away from the "hustle and bustle" of the rest of the house.

3. Make available, if possible, books and other materials which can help your child in doing the homework assignment.

4. Assist your child with drills (Arithmetic, Spelling, Reading, Physical Fitness, and others.) Assist! Do not do it for him or her. We learn by doing for ourselves. Let your child do it.

5. Check the homework for accuracy, for neatness, for completeness.

6. Arrange with one of your child's classmates to bring the assignment to you, if your child is ill and cannot attend school. This lets you and your child know what the class is doing. However, if your child is too ill, do not put a strain on him on her to do the work. Good health is more important than a homework assignment.

A carefully planned program of home assignments may be a very fine way of increasing the pupil's learning. The home and the school must work together; one cannot take the place of the other. A well-planned program of homework activities provides an opportunity for the home, school, and community to cooperate in the education of their boys and girls.

Sincerely,
William J Wingel
William Wingel, Principal

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Note: The Barton School will close early at the following times during the month of November:

Wednesday, November 5, 1975 - 2:20 P.M. Dismissal
Monday, November 10, 1975 - Noon dismissal
Tuesday, November 11, 1975 - Veterans Day Holiday
Tuesday, November 18, 1975 - Noon dismissal (parent conferences)
Tuesday, November 25, 1975 - 2:20 Dismissal
Thursday, Friday, November 27, 28, 1975 - Thanksgiving Holidays

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

READING: PARENTS CAN HELP

Dear Parents:

DON'T feel that the world of children's books is limited to stories and make-believe. If your child is a reluctant reader, it may be because the books he's read seemed unreal and irrelevant to his life. What is his hobby or special interest? Sports, cars, magic tricks? Casually leave a book or two on the subject lying around the house. He'll probably discover that books are practical after all and may soon be reading everything he can find on his special topic, even books seemingly beyond his grade level. DO remember that children learn to read best by reading. WHAT they read is not nearly so important as that they establish the lifelong habit of reading for pleasure. DON'T be too alarmed if your youngster reads nothing but comic books, horse stories, or adventure series for awhile, and DON'T push your own childhood favorites on him. He may need the security of reading lots of books beneath his grade level, to thoroughly conquer the mechanics of reading and to build up speed. Nothing succeeds like success. If you don't spoil the reading experience for him by nagging or pushing or banning, your child will eventually move on to more challenging books. DO encourage your child to read to his younger brother or sister or the neighbor children. If he's a poor reader, this gives him a chance to maintain his self-respect, while getting needed practice on simple material. If your child prefers television to books, notice which kinds of programs are his favorites, and DO leave related books around westerns, for instance, or adventure stories, or joke books. DON'T force your child to finish every book he starts. YOU don't always, so why should he? DON'T force a schedule of so many activities for your child's waking hour so that there is no time left for recreational reading. Slow the pace if necessary. Often bedtime is the best reading time; make sure that your child has a good bed light.

IF PROBLEMS DEVELOP

In spite of parents' and teachers' best efforts, some children show no particular interest in learning to read in the early grades. If your child is one of these, beware; nothing will handicap him more severely than being labeled dull or stupid at the very outset of his school career. If his teacher divides up the class according to "reading readiness" and your child is placed in the "slowest" group, DON'T make him feel like a big failure and a disappointment to you. Your kindness, understanding, and relaxed attitude are essential. Remember, he learned to talk without being "taught", and that was a much more complicated feat than learning to read is going to be. When his mind, muscles, emotions, and interests have all reached the necessary stage of development, your child will learn to read, provided the learning process is not hampered by tension and pressure, and provided he hasn't been made to feel that he's stupid and it's hopeless to even try. DON'T nag, scold, or punish your child for his reading difficulties; DON'T compare him with more successful readers; and DON'T discuss his troubles with all and sundry. You'll only add to his emotional problems, which in turn will aggrevate his reading difficulties. DON'T try to solve your child's reading problems yourself. You're too emotionally involved to be a good teacher. Instead, DO have a conference with your child's classroom teacher to find

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out if a remedial class or clinic is advisable. DO build up your child's self-respect and morale by praising him for whatever he is successful at, whether it 's swimming or drawing or making friends. Give him plenty of opportunities to feel he's good at something, and he'll have the confidence he needs to tackle his reading problem instead of being overwhelmed by it.

Sincerely

William J. Wingel
William J. Wingel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

Good health is very important. A child cannot be mentally alert if he is below par physically. Good health can be maintained by following sensible health rules. Following are a few suggestions, which if followed, can help keep your child healthy and vigorous. Your child should:

1. Eat three meals a day -- include milk, vegetables, fruit, bread, butter, meat, and fish.
2. Avoid too many sweets and highly-seasoned foods.
3. Get adequate sleep -- at least 10 hours
4. Bathe frequently
5. Wash before meals
6. Wear clean clothing
7. Brush his teeth after meals
8. Have physical exercise every day
9. Visit a dentist regularly
10. Have a regular physical examination by your family physician
11. Get medical attention if he is sick; if he is sick, he should not be sent to school. He should stay home and in bed.
12. Have physical defects corrected promptly. A healthy child is a happy child. A happy child learns.

Sincerely yours,

William J Weigel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

How often have you carefully observed your child's action as he goes about his daily life? Are you aware of his likes and dislikes, the things he does well, and the things which he finds difficult to do? You might find that your child has undeveloped potential in a certain area. These undeveloped talents, if further developed, may stand him in good stead in later life.

Most talents, however, are not always obvious at first, and have to be determined through various means. You, as a parent, can help to bring out your child's potential, as well as help him to recognize and develop these talents by being aware of certain things which you can do to help him as much as possible:

1. Encourage him to develop and continue worthwhile activities.
2. Provide many and varied experiences.
3. Encourage his strong points once they are discovered.
4. Offer your support and assistance when necessary.

Sincerely yours,
William J. Wengel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parent:

Due to our growing communities, our children can best be informed through such media as television, radio, and newspapers. Children can obtain more accurate and current information through these sources of communication.

Books and newspapers are now available to large numbers of people for little or no cost. We should give our children more experiences with them.

1. Start a home library (magazines and all types of books).
2. Join a library in your neighborhood.
3. Encourage your children to use the public library.
4. Discuss current world and local problems that occur in the daily papers.
5. Subscribe to some worthwhile magazine
6. Exchange books with friends and neighbors.

While growing up, your children need supervision. Children want supervision. It tells them that you care.

As a parent you have a responsibility -- a responsibility for raising your children so that they can become worthwhile citizens of the community.

What can you do? Below are listed some suggestions:

1. Show an interest in your child's school work.
2. Make it possible for your child to discuss his problems with you.
3. Know your child's friends and encourage good friendships.
4. Know how and where he spends his leisure time.
5. Be sure he knows that wrong actions require reasonable punishment.
6. Praise his worthy actions.
7. Teach respect for law, order, and people in authority.
8. Set an example for children.

9. Have high aims for your children.

10. Do not overdo being a pal to your children. Be a parent.

Sincerely yours,

William J. Wingel
William J. Wingel
Principal

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parent:

Respect for others should be a part of everyone. It should be taught early and often and should never cease. It costs nothing but it is worth a great deal, and brings a reward to those who give it and to those receiving it.

Courtesy and good manners show respect for others. The Golden Rule, "Do unto others as you would have them do unto you" is one that means respect at all times from everyone to everyone. Children and adults should:

1. Be as polite to members of their own families as they are to others.
2. Open the door and hold it open for others following.
3. Not bother things that belong to others.
4. Be on time.
5. Play fair.
6. Tell the truth.
7. Listen without interrupting.
8. Be kind to other people.
9. Knock before you open someone's door.
10. Use good table manners.
11. Use these expressions:

"Good morning"
"Pardon me"
"Excuse me"

"Thank you"
"You're welcome."
"May I ....."
"Please"

12. Speak in a pleasant tone of voice.
13. Always wait your turn without pushing or shoving.
14. Boys should remove hats indoors.
15. Don't litter.

The list can go on and on. Learning comes from practice and seeing others practice. Respect for others is contagious. Let us have this - - - it will help many of us.

Please review the above basic courtesies with your child.

Sincerely yours,

William J. Wingel

William J. Wingel --
Principal

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

Public education is democracy's way of better preparing its citizens for life. The better the education, the fuller the life. It not only prepares one for earning a livelihood, but it also makes life richer. We know that constructive knowledges learned in school and elsewhere in the fields of art, music, science and other education and cultural areas give balance to one's education. The "well-rounded" person is usually a better prepared person for life and a livelihood.

Is your child getting many worthwhile educational experiences? Outside of school? In museums, historical places, libraries, art centers, etc.

How does he feel about school? Does he like it or dislike it? Does he fully understand its great values?

Does he want to learn all that he can?

Is it a genuine desire to learn, or is it a forced situation, forced by you or the teachers. Is he happy with the learning he acquires?

Are you a good model for him? Do you try to improve your knowledge? How?

We, the members of your child's public school, are intensely interested in your child. We know that you are even more vitally concerned with your child's health, welfare and educational and cultural future than we.

Thank about the questions above. Discuss them and the answers with your child or children.

Sincerely yours,

William J Wengel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

Parents who are interested and curious about science can develop these same qualities in their children. Children look to their parents' example to help them decide what is of value and what is not. Parents who read scientific articles and books who view scientific shows on television, who discuss the latest scientific achievements, etc., are setting a powerful example for children.

All children have a natural curiosity in their surroundings. Parents can help children to notice the thousands of things and happenings all--around them and provide simple scientifically sound explanations. Children can see the miracle of growth in a seend, the wonder of the universe by looking at the night sky, the rusting of iron, a rainbow after a shower. In this way, children, even the very youngest, will soon become aware of the vast number of things which can be explained scientifically. They gradually build a shorehouse of scientific knowledge and experience. More importantly, children develop a questioning, searching attitude.

The following suggestions are offered for your guidance:

1. Discuss and read with your children scientific news events as reported in the daily newspapers.
2. Try building a science library of books and magazines that children can read and understand.
3. Encourage them to read and question.
4. Watch science programs on television.
5. Try simple and inexpensive experiments. Be sure the children understand what is being done and the expected results.

6. Visit with the children various museums, particularly the Franklin Institute. Encourage him to ask questions, and you try to answer them.
7. Make the children aware of their surroundings and natural phenomena.
8. Keep a scrapbook of scientific happenings.
9. Discuss the lives of famous scientists ... what they did.
10. In buying toys, buy some that are scientific in nature.

Parents, keep yourself and your child abreast of many developments in science.

Sincerely,

William J Wenzel

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

The school uses many and varied techniques to help your child learn. Homework is one of these techniques. Homework is usually given to reinforce concepts that have been taught in class, and provide practice in skills in which the student may be weak.

The first lesson a child should learn and perhaps the most valuable result of all education is the ability of the child to make himself do the things he has to do, when it ought to be done, whether he likes it or not.

Do the following to help your child and bring about a better school relationship:

1. Provide a definite work space, and a place where he can keep his books and materials.
2. See that the child is not disturbed or distracted.
3. Set aside a certain time for the specific purpose of doing homework.
4. See that homework is completed.
5. Encourage care and neatness.
6. Show an interest in his work. If you think his work is important, he will too.
7. Give help but do not do the homework.
8. Your help can consist of helping to find research material, read aloud words to be spelled, double check learning of a vocabulary list, asking a child to tell you what he remembers from what he read.

Homework, if approached with the correct attitude and done correctly, can be very helpful.

Sincerely yours,
William J Wengel

APPENDIX O

Clara Barton School Handbook
September, 1975

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

September, 1975

Dear Parent:

All of us who comprise the Barton School Staff feel it is most important to inform every parent of what we expect from your child in school, what we hope he will get from his schooling, and how we at school and you at home can work together with your children, to help them gain every optimal benefit from our school's educational program.

Included in the attached parent-pupil handbook are:

..... a short history of the Barton School

..... a statement of our philosophy

..... a description of school services

..... a listing of the Home and School Assocation leaders

...... a school calendar

...... a listing of some pupil rules and regulations

Policies and suggestions pertaining to homework, transportation, discipline, attendance, punctuality, and other related matters will be distributed periodically in the form of principal newsletters.

Questions pertaining to school - related matters may be directed to any staff member by dialing 455-1820.

Thank you for your cooperation.

Sincerely,

William J. Wingel
William J. Wingel
Principal

CLARA BARTON SCHOOL

B and Wyoming Ave.
Philadelphia, Pa., 19120

CLARA BARTON SCHOOL HISTORY

Clara Barton School is located in the community of Feltonville.

An awarding contract for the construction of the Clara Barton School, "B" and Wyoming Ave. was issued on February 11, 1924 to Sinclair and Grigg Company. The architect, Irwin T. Catherine, and the Superintendent of Buildings, John D. Cassell, supervised the cornerstone ceremony in 1924 and the construction of the building to the date of student occupancy on February 2, 1925.

The Philadelphia Board of Education paid $40,000 for the lot, which measures 129,000 square feet, and $535,128 to construct the building. The cost of initial school equipment was $30,000.

Barton School was designed as an elementary school to accommodate 1500 pupils with thirty regular classrooms and ancillary rooms including a mechanical arts room, industrial arts shop, infirmary, gymnasium, lunch room, sewing room, home economics suite, and an auditorium with a seating capacity for 437 persons.

A dedication ceremony of the Clara Barton School took place on Thursday evening, May 6, 1926 in the school auditorium. Presiding at the dedication was Dr. Holman White, Superintendent of District Nine. The major address was delivered by Mr. William Rowen, President of the Board of Education and acceptance speech was presented by Miss Anna Suckow, principal, who administered the school from 1925 until 1939.

Barton School graduated its first class in June 1925 and has had an illustrious list of graduates over the ensuing years.

The current principal, William J. Wingel, administers a comprehensive kindergarten through 8th grade school organization including classes for children with exceptional problems; such as hearing loss, emotional and social maladjustments, retardation, and several alternative learning classes. A variety of specialized subjects are offered including, art, music, physical education, language publication, mathematics enrichment, and foreign language (Spanish).

Additional highlights of the Barton School program are the music performance groups. Approximately ninety children are receiving instruction in choral and instrumental music; performances are given twice yearly.

Approximately one thousand students are currently enrolled at the Clara Barton School.

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

BARTON SCHOOL PHILOSOPHY

Learning includes not only skills and knowledges, but also interests, attitudes, personal and social behavior. It is our responsibility to know the needs, interests, and abilities of each individual and to make such instructional and administrative adaptations as to increasingly serve to recognize the importance of an individual both as a person and as a member of a group.

We know that children differ from each other in any given ability and we are also aware of the fact that different abilities are unevenly developed within the same child. Therefore, many approaches, a varied program and drill based upon understanding, are essential to good learning experiences.

Every successful teacher must know a great deal about his pupils, his area and himself. What he does in every teaching situation depends upon the needs of the students, his knowledge of his work, and his techniques or "know-how."

The social group, the community, the peer group, and family living are responsible for many learnings of the child. It is necessary for the home and school to work together to foster the most desirable growth of each child. It is important to know the resources of the community as well as the cultural background. A teacher cannot work alone.

No one is more important in the classroom than the teacher. She has the responsibility for providing the conditions favorable to learning. This includes the utilization of chalkboards, bulletin boards, window sills, floors, materials, and a climate conducive to good learning. Also, every teacher teaches best by example.

To insure the best learning for our students Barton School must encompass an environment in which everyone has a voice in the policy making and the rules that grow out of discussions and decisions on the problems and concerns of our school.

William J. Wingel
William J. Wingel
Principal

Clara Barton School
"B" and Wyoming Ave.
Philadelphia, Penna. 19120

School Services

1. Lost and Found - The Barton School has a lost and found rack located in the first floor hallway opposite Room 104. Lost items of clothing, books, and so on are retrievable at any time during school hours. Each year we end up with hundreds of dollars of unclaimed clothing.

2. Fire Drill Procedure - Regularly conducted drills are held monthly during the school year to insure the orderly evacuation of the building in the event of an emergency.

3. Admission, Dismissal, Transfer Procedures - All students are admitted, dismissed, and transferred by the authority of the District 7 Superintendent. Requests for pupil changes originate in the neighborhood school or the school where the student is presently enrolled. Questions pertaining to a change in pupil school location should be addressed to the Barton School Office.

4. Inclement weather procedures - The Barton School does not have personnel to adequately supervise students before 8:45 A.M., therefore, it is requested that parents plan the students home-departure time accordingly. Students are not marked late until 9:00 A.M. for the morning session and 1:00 P.M. for the afternoon session.

5. Emergency closing of schools - Radio and television notification will be made for all emergency closing of school. For snow/ice closings Number 100 is the official emergency closing number for the School District of Philadelphia.

6. Library Policies - The Instructional Material Center is open each school day from 8:30 A.M. to 3:15 P.M. Thirty minute periods are alloted for circulation purposes. We also encourage the use of the Feltonville Free Library at B and Wyoming for class and individual research projects.

7. Lockers - Student lockers are available for 8/7 grade students. Assignment of lockers are made during the first two weeks of seventh grade; the same locker is retained until graduation. Students are encouraged not to share their locker combination with other students.

8. Extra Curricular Activities - Varied after-school programs will be announced within the next two months. Encourage your child to participate.

9. School Store - School merchandise such as Barton T-shirts, pencils, paper, and so on will be available for purchase at the office store. Hours of operation will be announced regularly by the Home and School Assocation.

10. Lunch Services - A school lunch program exists for students who are eligible under Federal guidelines, bused students, and those who reside a considerable distance from school. No lunchroom students are permitted to leave the school grounds at lunchtime. The school will not be responsible for injuries to students who leave the school premises and may have to terminate the lunch privilege for students who violate this regulation.

School Services (Continued)

11. Nursing Services - A school nurse is available at the school infirmary, in Room 111A, each schoolday except Wednesday during school hours.

The Pennsylvania School Health Law mandates the following services:

Vision and growth screening, annually on all pupils
Hearing screening, annually, on pupils in grades k, 1, 2, 3, 11, all known hearing losses, special referrals and threshholds on all failures
Dental examinations, annually, on pupils in grades 1, 3, 7, special referrals
Physical examinations, annually, on pupils in grades k or 1, 6, 11 by private physicians or school physicians if available
Tuberculin testing, annually, on pupils in grades 1, 9

The Pennsylvania Immunization Law (Act #67, 1974) requires all new registrants entering school for the first time in the state of Pennsylvania to be immunized against poliomyelitis, diptheria, tetanus, measles, German measles. Immunization can be obtained in the city Health Centers or by a private physician. The School District may also provide immunization programs in conjunction with the Health Department.

School Nurse Service: The school district employs one nurse for 1500 pupils. Days of service in each school are prorated on pupil enrollment.

Nurses provide health appraisel and evaluation, health screenings, health counseling and follow-through on all matters pertaining to the health problems of all children.

Nurse service aims to protect, improve and maintain the health status of all children. Good health improves attendance -- both help the child to achieve his educational potential.

12. Pupil Records - Parents may review their child's school records by requesting same in writing to the school office. An appointment will be scheduled for your review of the records.

13. Use of school building - Any group who wishes to use the Barton School facilities must complete a request form that is obtainable in the school office.

CLARA BARTON SCHOOL
"B" and Wyoming Ave.
Philadelphia, Penna. 19120

BARTON ALTERNATIVE PROGRAMS

Barton School is very proud of its new "Alternative Programs" for boys and girls in grades 2 to 6 who are in small class settings in order to develop basic skills of reading, writing and arithmetic.

Each class has only 20 children. They are involved in a Team-Teaching schedule using the special techniques of "behavior modification", "consumer education", cooking, film production, video and tape equipment, tutoring, monthly parent conferences, and workshops, weekly report cards, and daily communication between parents and teachers.

The program is under the direction of Miss Judy Zalkin working with Mrs. Carol Rudolph.

CLARA BARTON SCHOOL
"B" and Wyoming Ave.
Philadelphia, Penna. 19120

HOME AND SCHOOL OFFICERS

YEAR 1975-76

President	Liz Peoples
1st Vice President	Doris Fargo
2nd Vice President	Sylvia Packard
Corresponding Secretary	Trudy Murt
Recording Secretary	Barbara Munz
Treasurer	Mrs. M. Spangenberg

Five board members are elected and five are appointed. The five elected board members are:

- Sarah Perrone
- Barbara Mangigian
- Barbara Winstel
- Pat Addair

SCHOOL CALENDAR

1975-76 - School Year

BEGINNING DATE
Personnel - Tuesday, September 2
Pupils - Thursday, September 4

CLOSING DATE
Pupils - Monday, June 21
Personnel - Tuesday, June 22

SCHOOL HOLIDAYS
September - Monday 15 (Jewish Holiday)
October - Monday 13 (Columbus Day)
November - Tuesday 11 (Veteran's Day);
- Thursday 27 and Friday 28 (Thanksgiving)
December - Wednesday 24 to Friday January 2 inclusive (Christmas Vacation)
January - Thursday 15 (Martin Luther King's Birthday)
February - Monday 16 (Presidents' Day)
April - Monday 12 to Friday 16, inclusive (Easter Recess)
May - Monday 31 (Memorial Day)

Administrative Offices will be closed on the following dates: September 1 and 15; October 13; November 11, 27 and 28; December 24 and 25; January 1 and 15; February 16, May 31 and July 5.

BARTON RULES AND REGULATIONS

* * * * * *

1. Pupils must attend every class on their roster. There are no free periods.

2. Pupils are not permitted to leave a classroom unless they have permission of the teacher and use a hallpass or teacher note. A pupil is permitted to leave his class also when he has been summoned in writing by the proper school authority.

3. No pupil may leave the school premises without proper written authorization. No pupil may loiter in or around the school building.

4. Pupils must attend assigned detentions.

5. No pupil may smoke on the school premises at any time.

6. Pupils may not bring radios, record players, and tape recorders in the building unless written authorization is received from the office.

7. Defacing property, by writing, painting, breaking, in any way, is prohibited.

8. No pupil may bring any weapon of any kind to school or use any article as a weapon. Alcoholic beverages, drugs, cigarettes and other tobacco products are prohibited on school premises.

9. No pupil may ask for or take anything from any pupil against his will.

10. No person may subject another to personal affront or indignity by word or action.

11. Cutting classes or other assignments is strictly prohibited.

12. No student is to be readmitted to school from suspension without a note from the disciplinary office (Room 203).

13. Student Attendance Regulations:

    Regular attendance, including punctuality, is essential in order to learn effectively and maintain continuous school progress. In addition, being in school on time everyday helps to build good work habits and develops a sense of responsibility. It is easier to be aware of ongoing school events when the student is in school regularly and knows what is happening day by day. Also, when the record of daily attendance is a good one, it helps to establish for future reference that the individual is a dependable student.

13. Student Attendance Regulations: (continued)

In case of absence, a note signed by the parent or guardian must be brought to school. The dates of absence and the reason should be included. If there is extended absence due to illness which requires medical care, a doctor's note should be submitted upon return to school.

Whenever possible, the parent or guardian may notify the school if the student is expected to be absent for several days. Where there is a change of address or if the family is planning to move, the school should be notified immediately.

Sample Absence Note

Dear ______(Name of Teacher)______:

Name of Pupil ________________, Grade _________, Room _________,

has been absent from school on ______(exact dates of absence)______

due to ____.

He/she is expected to return to school on ___________________________.

Signed

(Name of parent or guardian)

APPENDIX P

Feltonville Recreation Center, Spring and Summer Program Schedule - 1975

FELTONVILLE RECREATION CENTER

SPRING AND SUMMER PROGRAM

SCHEDULE - 75

Estell Goldstein
Supervisor

Pre - School Day Camp - ages 3-6 Mon Thru Thurs - 9:30 - 1:00
Day Camp ages 7 - 12 Mon Thru Thurs - 11:00 - 3:00
Pee Wee Baseball - Fri 6pm Sat 11am - 3pm ages 6-7 -8-10
Midget Baseball - Mon and Thurs (10-12 age) 6pm
Practices each day at 3:30pm
Girls Softball - Ages 8-14 Tues. Wed, Thurs 4pm - Practice

* Boys Instructional Basketball - 6-10-10-12-12-14-14-16
* Girls Basketball Instructional ages 8-14
Tennis Lessons Adults begining late June 10am --

Arts & Crafts - (Decopage, Tie Dying Macromay, Needlepoint etc)
Part of day camp programs.

Drama - Puppetry - Rythm Band - Story Telling - Low Organized Games
Included in Day Camp Program

* Boys and Girls Traveling Teams Baseba;; & Softball
Track and Field - Tues & Fri - 4pm ages 5and up
Girls Field Hockey ages 8-14
T.O.P.S. 7pm Mondays (Take off Pounds Sensibly) Club Program Adults
Senior Men's Slow Pitch League Mon Wed Thur Fri Sat
* Wiffle ball League 18 and under

* Call MU6-1776 Ext 23-257 For Schedule Information and Times of Activities that are not listed here.

* 6 and Sr. Baseball League
Special Events Program - Each Wed. 2pm

June 25th	"Baby Olympics " - Diaper Derby
July 2nd	Mad Hatter Party
July 9th	Pie Eating Contest and Obstacle Race
July 23rd	Bubble Gum Contest
July 30th	Sand Modeling and Scavenger Hunt
Aug 6th	Balloin & Cracker Day
Aug 13th	Doll Parade - "little Miss Feltonville"
Aug 20th	Frechie Contest & Hobby Show
Aug 27th	Talent Show

Last Week
of August (Bicentenial Week - Pagents, Plays Music Etc.

Model Teen Club - Wed. ages 8- 14 6:3opm
14-16 Softball - Mon & Fri 4pm Travelling Team
Needlepoint Class - Adults (ends June) 7pm Wed.

Advisory Council- Meets 2nd Thurs of each month (come out and have a say and a hand in your program and serve the feltonville community

These Programs will be supplimented and updated when and it additional summer leadership is forthcoming. It you have any program needs or ideas please our staff we will make every effort to meet your recreational needs

Call MU6-1776 Ext. 23-257- For Sign-ups and Program Details- Now

APPENDIX Q

After-School Program Survey Form

Teachers:

Please survey your class with this form from the Community Involvement Committee.

Directions:

If you had an opportunity to take part in an afternoon school program what activities would you prefer?

Please put a check mark next to the five best, listed below. There is space to add to this list if you wish.

It is not necessary to sign your name.

Clubs

Drama Club

Record Club

Arts & Crafts

Hockey

Intramural Teams

Card Playing

Trading Club

Cooking

Needle & Thread - Needlepoint

Woodworking

Science

Ecology

Modeling

School Beautification

____

____

____

APPENDIX R

Project PRIDE, Feltonville Day Camp
Summer, 1975

PROJECT P.R.I.D.E.

Feltonville '75 Day Camp

PRESENTING

A daily recreational and educational program from July 7th thru August 8th, open to all Feltonville area boys and girls who were in grades 4, 5, or 6 during the 1975-5 school year at any area school.

Activities will include arts and crafts, games and sports, music, reading and math, and group exercises.

Space is limited so it is extremely important that you complete the form below and return it promptly.

1. Fill in sheet below
2. Detach it
3. Fold and staple it
4. Attach postage
5. Mail it

QUESTION?
Steven E. Glauser
James T. Van Horn
LI9-9000 Ext. 228

Time: 9:00-12:30 daily
Dates: July 7 - August 8, 1975
Monday - Friday
Place: Barton School
B & Wyoming Avenues

(detach here)

NAME ____________________
SCHOOL ____________________
ADDRESS ____________________
GRADE (74-75 yr.) ____________________
____
DATE OF BIRTH ____________________
PHONE ____________________
PARENT'S NAME ____________________
____

Please list any physical or mental handicaps of the child:

____

____

APPENDIX S

Letter, Associate Superintendent,
File #300, May 22, 1975

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st Street s. of The Parkway
19103

MATTHEW W. COSTANZO
SUPERINTENDENT OF SCHOOLS

I. EZRA STAPLES
ASSOCIATE SUPERINTENDENT
CURRICULUM AND INSTRUCTION
Phone: 448-3662

File #300
May 22, 1975

TO ELEMENTARY SCHOOL PRINCIPALS:

An educational program produced by the Philadelphia Savings Fund Society is now available to our schools. This program was developed in close cooperation with our office.

The program deals with basic economics, money and banking, beginning with a simple history of monetary systems. It is in the form of cartoon adventure stories narrated by television's Captain Noah.

The program is entitled, "Teaching Money and Banking the Easy Way - The Elementary School Program," #306580. The kit contains three filmstrips,three cassettes and a teacher's manual. Each part takes from eight to ten minutes to present. They are entitled:

Part 1 - "Money is Funny"

Part 2 - "Money Goes in Circles"

Part 3 - "Money Makes More Money"

The program may be borrowed in the usual manner on Form EH-111 from the Division of Audio-Visual Education.

Thank you very much.

Sincerely yours,

I. EZRA STAPLES

Associate Superintendent

k

APPENDIX T

Adult Education
The School District of Philadelphia
Division of School Extension

FREE

ADULT EDUCATION

- **ENGLISH**
- **MATH**
- **CONSUMER ED.**

Pre—G.E.D.

WYOMING LIBRARY	Mon. & Wed.
Wyoming & B DA 9-7976	6:00 p. m. to 8:00 p. m.

THE SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF SCHOOL EXTENSION

APPENDIX U

Letter, After-School Activities
October 27, 1975

CLARA BARTON SCHOOL
B and Wyoming Aves.
Philadelphia, Pa. 19120

October 27, 1975

Dear Parents:

1. The staff of Barton School is pleased to announce various excellent after-school programs for 1975 - 1976. If your child is interested in participating in these programs he/she should contact the teacher-in-charge.

PROGRAM	TEACHER	ROOM	DAY	TIME
Spanish	Miss Feuerstein	203	Thurs.	3 - 4 p.m.
Reading	Mr. McCloud	209	Mon.	3 - 4 p.m.
Sports	Mr. Marcus	Gym	Wed.	3 - 4 p.m.
Crafts	Miss August	302	Thurs.	3 - 4 p.m.
Mechanical Drawing	Mr. Letting	106	Mon.	3 - 4 p.m.
Mathematics	Mr. Schneps	308	Wed.	3 - 4 p.m.
Jr. Red Cross	Mrs. Barnes	Small Gym	Mon.	3 - 4 p.m.
Audio - Visual	Miss Zalkin	206	Wed.	3 - 4 p.m.
Art	Mr. Lang	304	Wed.	3 - 4 p.m.
Music	Miss Johnson	Aud.	Mon.	3 - 4 p.m.
Needlepoint	Mrs. Staff	200	Wed.	3 - 4 p.m.
Backgammon	Mrs. Poll	208	Thurs.	3 - 4 p.m.
Mathematics Tutor	Mrs. Adams	309	Mon.	3 - 3:30 p.m.
Reading Tutor	Miss Diggs	109	Mon.	3 - 4 p.m.
Photography	Mrs. Braunstein	207	Thurs.	3 - 4 p.m.

The staff is looking forward to full participation by our boys and girls to improve themselves and Barton School.

2. A special 2:20 p.m. dismissal will take place on Wednesday, November 5, 1975 to permit teachers to perform necessary work on the California Achievement Tests.

3. Parents who use automobiles to transport children on rainy days are cautioned that serious safety problems have resulted on Wyoming Ave. at dismissal times. Parking in the school zone is not permitted and may result in cars being ticketed. It is suggested that children be provided with adequate wet-weather clothing to reduce this problem or that an alternate pick-up location be agreed on upon by you and your child.

Sincerely yours,

William J Wingel
William Wingel

WW/w

APPENDIX V

School Handbook Questionnaire

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

Please answer the following questions and return this form with your child.

1. Did the Barton School Handbook increase your awareness of school regulations?

   Yes ______________ No ______________

2. Do the various principal newsletters keep you informed of special school regulations, activities, and changes in school policies?

   Yes ______________ No ______________

3. What topics do you wish to see added to the Barton School Handbook?

   ____

   ____

   ____

4. Are you available for volunteer service to Barton School?

   Yes ______________ No ______________

   Preferred Time ______________________________

5. If your child lives more than one mile from Barton School and you desire free transportation please complete the following:

   Child's Name ______________________________ Grade ______________

   Address ______________________________ Room ______________

   I prefer my child to travel:

   with school bus ______________

   with free SEPTA tokens ______________

   Parent Signature ______________________________

To effect efficiencies and economy of operations, the Transportation Department of the School District of Philadelphia will make the final decision on which mode of transportation will be furnished.

Your child will be notified immediately when we receive the final decision from the Transportation Department.

Sincerely,

William J Wingel

William J. Wingel

APPENDIX W

Letter, Coordinator of Volunteer Programs
November, 1975

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

Dear Parents:

Now that we've successfully embarked on another year, we need your help in making our program more effective. Many of you have already volunteered to help and others may want to do so now.

Our first in a series of meetings will be held on Wednesday morning, November 26th at 10:00 a.m. in Room 109. We would like very much for you to come and meet us and receive class and pupil assignments for tutoring.

Other meeting dates will be Wednesday, December 3rd and Wednesday, December 10th from 1:30 to 3:00 p.m.

Please come and help us in our total educational program to better serve our children.

Sincerely,

William J. Wingel
Principal

Alma Diggs
Reading Teacher
Coordinator of
Volunteer program

APPENDIX X

Letter, File #319,
November 14, 1975

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA
19103

Michael P. Marcase
SUPERINTENDENT OF SCHOOLS

I. EZRA STAPLES
ASSOCIATE SUPERINTENDENT
CURRICULUM AND INSTRUCTION

DORIS B. WILSON
DIRECTOR
VOLUNTEER SERVICES
229-7774

File #319
November 14, 1975

Mr. William Wingel, Principal
Barton School
B Street & Wyoming Avenue
Philadelphia, Pa. 19120

Dear Mr. Wingel:

This will confirm arrangements made with Miss Alma Diggs, Reading Teacher, for orientation sessions at your school for persons serving in the School Volunteer Program.

The dates and times are:

Wednesday, December 3, 1975	1:30-3:00 p.m.
Wednesday, December 10, 1975	1:30-3:00 p.m.

Thank you for your cooperation.

Sincerely,

DORIS B. WILSON
Director
Volunteer Services

RUTH R. WAKSHUL
Coordinator
Volunteer Services

/rr

cc: Mr. Howard Amos, District Superintendent
Mrs. Reeda Kravinsky, Reading Project Manager
Miss Alma Diggs

APPENDIX Y

Fright Night, Wyoming Branch Library
October, 1975

would you believe....

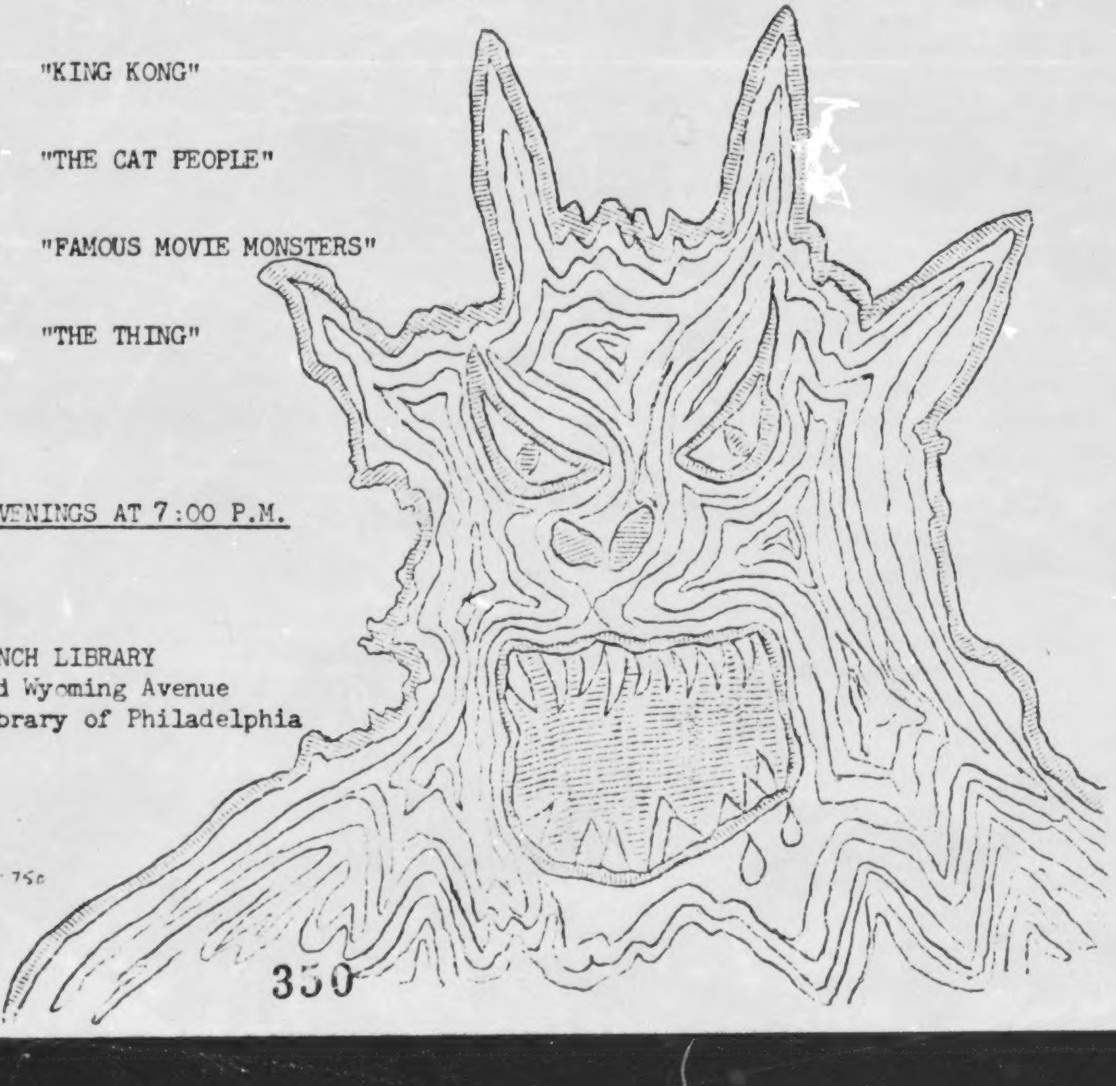
a vegetable from outer space?

a giant ape?

FRIGHT NIGHT

a free film series for young adults

November 5	"IN SEARCH OF ANCIENT ASTRONAUTS"
November 12	"KING KONG"
November 19	"THE CAT PEOPLE"
November 26	"FAMOUS MOVIE MONSTERS"
December 3	"THE THING"



WEDNESDAY EVENINGS AT 7:00 P.M.

WYOMING BRANCH LIBRARY
B Street and Wyoming Avenue
The Free Library of Philadelphia

SWA/YA FY 76 - 750
10/75

APPENDIX Z

Letter, Coordinator of Volunteer Programs
January 5, 1976

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA
19103

Michael P. Marcase
Superintendent of Schools

I. EZRA STAPLES
Associate Superintendent
Curriculum and Instruction

DORIS B. WILSON
Director

VOLUNTEER SERVICES
299-7774

File #319
January 5, 1976

Mr. Willlam Wingel, Principal
Barton School
B Street & Wyoming Avenue
Philadelphia, Pa. 19120

Dear Mr. Wingel:

This will confirm the assignment of

Linda Glasser
4526 Whitaker Avenue
GL 7-5981 19120
Tuesday, Thursday a.m.

Kathy Reed
622 E. Thelma Street
DA 9-7759 19120
Monday, Wednesday p.m.

Joan Shand
7504 Fayette Street
19120
Wednesday, Friday p.m.

Susan Staiger
335 E. Rockland Street
GL 5-1815 19120
Monday, Wednesday p.m.

Olney High School students, to your school as Volunteer Aides. They have received their identification cards and will report during the week of January 12, 1976.

Thank you for your cooperation.

Sincerely,

DORIS B. WILSON
Director
Volunteer Services

RUTH R. WAKSHUL
Coordinator
Volunteer Services

/rr

APPENDIX AA

Letter, Administrative Assistant,
District 7, July 15, 1975

Telephone JE 5-0414

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
OFFICE OF DISTRICT SEVEN
ALLEN M. STEARNE SCHOOL
HEDGE AND UNITY STREETS
Philadelphia, Pa. 19124

MATTHEW W. COSTANZO
Superintendent of Schools

HOWARD R. AMOS
District Superintendent

July 15, 1975

Mr. William Wingel

Dear Principal:

Project P.R.I.D.E., the Association for Jewish Children primary drug prevention program, has been refunded for fiscal 75-76 and will be conducting small group activity in selected elementary and junior high schools in District Seven for this coming academic year.

As a result of meetings held this summer with Mr. Amos, Dr. Whalen and me, we have produced a schedule of schools to be included in project P.R.I.D.E. this coming year. This schedule was produced by reviewing the previous year's history of the program and considering specific requests from principals. When you receive a copy of the schedule we hope that you will concur with it and cooperate with project P.R.I.D.E. personnel in helping this program provide a positive experience for your students.

In order to introduce the many changes in this year's program, and to assure the smooth operation, we are having a meeting of those principals involved in Session I of project P.R.I.D.E. to be held at the Stearne School on the afternoon of Thursday, August 28, from 1:15 to 2:15. At this time Dr. Whalen and his staff will explain the operation of project P.R.I.D.E. and its various components.

Please plan to attend this very important meeting.

Sincerely yours,

Nelson A. Lavergne

NELSON A. LAVERGNE
Administrative Assistant
District Seven

HOWARD R. AMOS
Superintendent
District Seven

NAL/pfe
cc: Dr. Whalen

APPENDIX BB

Barton School Drug Prevention Inventory

Barton School

Drug Prevention Inventory

PLEASE READ THE FOLLOWING STATEMENTS. THEN CIRCLE THE NUMBER THAT BEST DESCRIBES THE WAY YOU FEEL.

1. I feel close to the members of this group.

Never			Sometimes			Always
1	2	3	4	5	6	7

2. I am looking forward to being a member of this group.

Never			Sometimes			Always
1	2	3	4	5	6	7

3. I will be able to bring up subjects for discussion in our group meetings.

Never			Sometimes			Always
1	2	3	4	5	6	7

4. I expect talking in this group to be helpful to me.

Never			Sometimes			Always
1	2	3	4	5	6	7

5. I expect the others in the group to listen to me when I talk.

Never			Sometimes			Always
1	2	3	4	5	6	7

6. I can talk with my parents about my problems.

Never			Sometimes			Always
1	2	3	4	5	6	7

7. I feel lonely in the group.

Never			Sometimes			Always
1	2	3	4	5	6	7

8. I expect the other group members to keep things to themselves.

Never			Sometimes			Always
1	2	3	4	5	6	7

9. I think I will get to know the other students better as the group continues.

Never			Sometimes			Always
1	2	3	4	5	6	7

10. I feel comfortable talking with both boys and girls present.

Never			Sometimes			Always
1	2	3	4	5	6	7

11. I expect the group leader to be interested in me.

Never			Sometimes			Always
1	2	3	4	5	6	7

12. I expect to learn about other people's opinions and feelings.

Never			Sometimes			Always
1	2	3	4	5	6	7

13. In this group, everyone tries to talk at once.

Never			Sometimes			Always
1	2	3	4	5	6	7

14. I think it's weak for me to talk about myself in the group.

Never			Sometimes			Always
1	2	3	4	5	6	7

15. I wouldn't come to this group if I didn't have to.

Never			Sometimes			Always
1	2	3	4	5	6	7

APPENDIX CC

Group Informal Reading Inventory
(Sample)

GROUP INFORMAL READING INVENTORY

Scott, Foresman and Company---------------------CAVALCADES---(Book Level 6)
1965 Edition

Story: Stormbound

Pages: 177 - 180

Readiness: In this story we will read about a boy who faces a serious problem that might involve the lives of his dog and himself.

Pages 177-178 144 words 7 word errors allowed
(Stop at "...to return home.")

F Why didn't Allan realize the storm was coming?
(He was busy watching his dog.)

I Why do you think it would be too late to return home?
(It would be very hard to find the way home in the storm. Probably getting dark; hard to walk in the snow.)

I What are some dangers Allan might face in being out in the forest during the snowstorm?
(Getting lost; freezing; starvation; exposure.)

V Tell me what obscured means in this sentence, "The tree line was almost obscured."
(Hidden; not easily seen.)

Page 178 134 words 7 word errors allowed
(Begin at "The storm was..." Stop at "...he noticed the dog.")

F Why did Allan look to the forest for shelter?
(The trees provided shelter because they broke the strength of the now-driving wind.)

I How might Story, the dog, be of assistance in the situation in which Allan finds himself?
(Keep him company; find food; find help for him; help him find his way home.)

I What advice might you give Allan to help him survive in the snowstorm?
(Don't get excited; don't panic; think things out; be cautious.)

What is a landmark?
(A place you recognize; something familiar or easily seen; an important period of time.)

APPENDIX DD

Morton Botel's Phonics Mastery Test
Levels A and B

MORTON BOTEL'S PHONICS MASTERY TEST

Distributed by Ida Kravitz and Natica M. Moose

Teacher's Guide for Administration

LEVEL A

I. CONSONANT SOUNDS[1]

Directions: Read the words below (or other words with the underlined sounds). Ask students to record the first letter of each word next to the appropriate number on their answer sheets.

1. person
2. belt
3. mallard
4. window
5. forty
6. victory
7. tint
8. sound
9. dough
10. rhythm
11. lark
12. jersey
13. hunt
14. zebra
15. ninety
16. yolk
17. kink
18. golden

II. CONSONANT DIGRAPHS

Directions: Continue as above, except to ask students to record the first two letters of each word read except for the last word in which case the last two letters are recorded.

19. shoe
20. church
21. thing
22. those
23. cling

III. CONSONANT BLENDS

Directions: Continue as above.

24. blind
25. clock
26. flower
27. glow
28. plump
29. sleep
30. break
31. cream
32. drop
33. friend
34. grope
35. practice
36. treasure
37. scale (Sk)[2]
38. smell
39. sneak
40. spill
41. stamp
42. sweet

IV. BLENDING CONSONANTS & RHYMING ELEMENTS

Directions: Ask students to write at least two words which rhyme with the words given.

43. ball
44. make
45. get
46. will

---

[1] All consonant sounds are represented except c, q, and x which have no sound of their own.

[2] sc or sk acceptable

Morton Botel's Phonics Mastery Test (Continued)

LEVEL B

I. LONG & SHORT VOWELS

Directions: Read the words (or other words with the underlined sounds). Ask students to record the vowel letter heard. The student must write short in front of the short vowels, and long in front of long vowels Correct answers are given in parentheses.

1. bid (short i)
2. jab (short a)
3. eve (long e)
4. lobe (long o)
5. slave (long a)
6. prod (short o)
7. bun (short u)
8. tile (long i)
9. zest (short e)
10. use (long u)

II. OTHER VOWEL SOUNDS

Directions: Read the words, asking students to record the vowel or vowels which they hear. If a vowel depends on the consonant which follows it for its sound, the consonant should be written after the vowel. Some sounds can be spelled several ways. Any of these should be accepted. Correct answers are given in parentheses.

11. nook (oo)
12. grouse (ou,ow)
13. broom (oo)
14. jar (ar)
15. Troy (oy)
16. coil (oi)
17. claw (aw)
18. whirl (er, ir, ur)

APPENDIX EE

Letter, Director of School Planning
September 23, 1975

351

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO	NAME AND OFFICE Mr. Stanley Cohen	FILE NO. 702
FROM	NAME AND OFFICE Harold W. Freeman Harold	DATE September 23, 1975
		SENDER'S TELEPHONE 7519
SUBJECT	Barton School	

Attached for your use are two 1/4" scale floor plan of the present basement art and wood shop areas.

We have left the wall between the two rooms for your use if sections are needed when designing the new Industrial Material Laboratory.

This work is to be authorized this year.

Please confirm your design with the principal, Mr. William Wingel.

Thank you.

HWF/ma

cc: Mr. William Wingel ✓

APPENDIX FF

Alterations and Improvements Capital Program 1976-1981

ALTERATIONS & IMPROVEMENTS

CAPITAL PROGRAM 1976 - 1981

FISCAL YEAR ENDING JUNE 30TH

SCHOOL NO.	SCHOOL PROJECT DESCRIPTION	TOTAL ESTIMATED COST	1976	1977	1978	1979	1980	1981	COST TO COMPLETE BEYOND 6/30/81
	APEX BUILDING (5th and Luzerne)								
774	INTENSIVE LEARNING CENTER								
	1. Cabinet sinks in each cluster and science laboratory	9,000	9,000						
	2. Basement storage cage	2,000	2,000						
	3. *Floor covering for 5 areas	5,000		5,000					
	4. Convert 618 to TV studio	5,000			5,000				
	INSTRUCTIONAL COMPUTER CENTER								
	1. Shelving for rooms 519 and 527	1,000		1,000					
	2. New door, frame and steps between 2 rooms	1,500			1,500				
	3. Extend computer center room into terminal room	10,000	10,000						
773	PENNSYLVANIA ADVANCEMENT SCHOOL								
	1. General alterations including expansion to 2nd floor, Science Center, and Affective Education Center	150,000	150,000						
	GENERAL MAINTENANCE								
	1. *Interior painting	179,200				179,200			
	2. *Exterior painting	33,600						33,600	
	3. *Elevator test (2)	1,000	1,000*						
	4. Replace duct work on 3rd floor	5,000	5,000						
	5. New roof over boiler room	15,000	15,000						
	6. *Repair rolling chain link gate, Rising Sun Ave.	1,000	1,000*						
	7. Replace or convert heaters on hot water generator and repipe boiler room	28,000	28,000						
	TOTALS	446,300	221,000	6,000	6,500	179,200		33,600	
	Capital Funds		219,000						
	*General Funds		2,000*						
720	BARTON								
	1. *Interior painting								
	2. *Exterior painting	20,600			20,600				44,800
	3. *Concrete repairs to landing, main entrance	1,000	1,000*						
	4. Reglaze basement windows with Lexan	2,900	1,900						
	5. Off-street parking	8,200	8,200						
	6. Modernize science laboratory	22,400		22,400					
	7. Replace fresh air intake curtain	22,400						22,400	
	8. IMC modernization	11,000	11,000						
	9. Facilities and services for CCTV	11,200			11,200				

SCHOOL PLANNING 1[illegible]/74

APPENDIX GG

Memorandum, Director of School Facilities Planning
August 22, 1975

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE: Mr. Edward W. Deissler

FILE NO.: 702

DATE: August 22, 1975

FROM — NAME AND OFFICE: Harold W. Freeman Harold

SENDER'S TELEPHONE: 7519

SUBJECT: Barton School - Estimate to cover up 19 Ground Level Windows.

We have been unsuccessful in securing either acrylic glazing or find mesh screening to cover 32 ground level windows at the subject school (see attached authorization copy).

The principal has requested that we blank out 19 of these windows that provide access to non-educational spaces. This may help to reduce the opportunity to gain access to the building. We should still cover the remaining classroom windows as requested, with either acrylic glazing or fine mesh protective screens under the existing 1" diamond mesh protective screen.

The following are the windows that the principal has asked to be covered (as was done at the Dobson School about one year ago):

Storage room next to girls' lavatory	1 window	3' x 5'
Boiler room	2 windows	4' x 4' each
Ash Storage room	1 window	3' x 3'-6"
	1 window	3'-6" x 4'
Pump room	1 window	3'-6" x 4'
	2 windows	3'-6" x 4'-6" each
Boys' cloakroom	1 window	4' x 4'
	1 window	3'-6" x 5'
Girls' toilet room	4 windows	3'-6" x 5'-6" each
Corridor across from Boys' toilet room	2 windows	3'-6" x 5'-6" each
Music class cloakroom	2 windows	3'-6" x 5'-6" each
Home Economics lab storeroom	1 window	3'-6" x 5'-6"

The closure of the above windows may entail required ventilation improvement, particularly in the Girls' toilet room.

Please provide an estimate of costs for the above so that we may authorize. In view of the past history of constant glass breakage, interference with the educational programs and the recent fire, we should make every effort to provide the required security.

Your cooperation is gratefully acknowledged.

HWF/ma

attachment

cc: Mr. Wm. Wingel, Principal ✓

FORM 9 30 - MEMORANDUM SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1969)

APPENDIX HH

Letter, Director of School Facilities Planning
December 18, 1975

Telephone 299-7519

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
SCHOOL FACILITIES DIVISION
DEPARTMENT OF SCHOOL PLANNING
PARKWAY AT TWENTY-FIRST STREET
Philadelphia, Pennsylvania 19103

MICHAEL P. MARCASE
Superintendent of Schools

HAROLD W. FREEMAN
Director

EDWARD W. DEISSLER
Executive Director

December 18, 1975
File #702

Mr. William J. Wingel
Principal, Barton School
Wyoming Avenue East of B Street
Philadelphia, Pa.

Dear Mr. Wingel:

It is my understanding that your memorandum of December 9, 1975 contains your priorities for the 1977-82 Alterations and Improvements Budget and Program. Our supervisor is including that information in the makeup of that document.

Your memorandum of December 15, 1975, I assume is looking to the future. The building changes noted will be considered for 1978-83 Alterations and Improvements Budget and Program. The supervisor replacing Aaron Miller, Mr. John Hanley, will arrange a time to visit with you after we have completed work on 1977-82 alterations and improvements. This should be sometime in early February.

Sincerely,

Harold W. Freeman

Harold W. Freeman
Director

HWF/ea
cc: Mr. John Hanley

APPENDIX II

Letter, Director, Mayor's Office For Information and Services, December 23, 1975

CITY OF PHILADELPHIA

THE MAYOR'S OFFICE
FOR INFORMATION AND SERVICE
143 City Hall, Philadelphia, Pa. 19107
MU 6-3000

MRS. FAE FORMAN
Director

Reference # 26228

December 23, 1975

Mr. William J. Wingel, Principal,
Clara Barton Public School,
Wyoming Avenue East of B Street,
Philadelphia, Pennsylvania, 19120.

Dear Mr. Wingel:

We are pleased to inform you that the Fairmount Park Commission advised us that the trees were pruned on the 4600 block of Rosehill Street. This work was completed on December 9, 1975.

Please feel free to call upon the services of this Office whenever there is a need.

Sincerely,

FAE FORMAN, Director

FF/dem

APPENDIX JJ

Letter, Traffic Investigation Engineer
City of Philadelphia

CITY OF PHILADELPHIA

DEPARTMENT OF STREETS
840 Municipal Services Building
Philadelphia, Pa. 19107

DAVID J. DAMIANO
Commissioner

DS 75 11659

January 9, 1976

Mr. William J. Wingel
Principal
Clara Barton Public School
Wyoming Avenue East of B Street
Philadelphia, Pennsylvania 19120

Dear Mr. Wingel:

This is in reply to your letter of November 14, 1975, concerning the possible installation of 15 MPH School Speed Limit signs on Wyoming Avenue at B Street, for the Clara Barton Elementary School and stop control at the intersection of C and Courtland Streets.

Our District Investigator has looked into these matters and he informs me that 15 MPH School Speed Limit signs are now, and for some time have been, posted on Wyoming Avenue for the Clara Barton Elementary buildings. He also informs me that orders have been issued to have four way stop control installed at C and Courtland Streets. This installation should help solve the problems your indicate in your letter.

I hope this information will prove helpful.

Very truly yours,

J. W. Boorse
Traffic Investigation Engineer

MAA:rs

APPENDIX KK

Barton School Organization
1975-1976

BARTON SCHOOL ORGANIZATION - 1975-1976

We would like to take this opportunity to list the members of our Faculty. Hoping we can all work together for the good of the students.

100 - Mrs. J. Dressler
101 - Miss V. DiMarco
103 - Mrs. V. Breaker
107 - Mrs. E. Greenblatt
108 - Mrs. N. Powell
110 - Mrs. M. DeMarco
111 - Mrs. R. Strickland
200 - Mrs. E. Staff
201 - Ms. C. Paige
202 - Ms. M. Curtis
204 - Mr. Stuart Lukov
205 - Mrs. C. Rudolph
206 - Ms. J. Zalkin
206 - Mr. Claude Tisdale, Aide
207 - Mrs. D. Braunstein
208 - Mrs. H. Poll
209 - Mr. P. McCloud
210 - Mr. J. Lipschutz
211 - Mr. K. Zebooker
211 - Mrs. E. Merriweather, Aide

300 - Mr. W. Pennell
301 - Mrs. A. Solis-Cohen
302 - Ms. L. August
303 - Mr. I. Musicant
304 - Mr. B. Lang
305 - Mrs. K. McKendry
306 - Mr. J. Garber
307 - Mrs. M. Spangenberg
308 - Mr. S. Schneps
309 - Mrs. B. Adams
310 - Mr. R. Ewing
311 - [illegible]
312 - Mr. N. Marcus

Principal - Mr. Wm. J. Wingel
Administrative Assistant - Mrs. R. Wertheimer
Counselor - Mrs. M. Vernon
Nurse - Mrs. S. Fromberg
Secretary - Mrs. R. Pons
Secretary - Mrs. A. Winson
Home Economics - Mrs. J. Barnes
Physical Education - Mr. C. Bonner
Hearing Resource Rm. - Mrs. M. Barbuto
Library Aide - Mrs. L. Selby
Art - Mr. Melvin Friedman
Mathematics - Ms. Concetta Colucci
Music (Vocal) - Ms. P. Johnson
Spanish - Ms. S. Feuerstein
Non-Teaching Assistant - Mr. H. Betz
Music (Instrumental) - Mrs. L. Kauffman
Music (Instrumental) - Mrs. J. Hamilton
Hearing Therapist - Mrs. L. Hersch
Industrial Arts - Mr. A. Letting
Language - Ms. Rachel Smart
Reading - Ms. Alma Diggs

APPENDIX LL

After-School Activity Questionnaire

CLARA BARTON SCHOOL
"B" And wyoming Avenue
Philadelphia, Penna. 19120

After-School Activity Questionnaire

1. Did you enjoy participating in this after school activity?

   Yes ______________ No ______________

2. Did you become a better group member as a result of your involvement?

   Yes ______________ No ______________

3. Did you meet some new friends in this group?

   Yes ____________ No ____________

4. Will you continue your friendship with group members after the termination of this activity?

   Yes __________ No ______________

5. What activity would you like to see added to the Barton After School Program?

   List below.

   ____

   ____

   ____

   ____

APPENDIX MM

Alternative Program Survey

CLARA BARTON SCHOOL
"B" and Wyoming Avenue
Philadelphia, Penna. 19120

ALTERNATIVE PROGRAM SURVEY:

All students are different; they like different things and they like them in different amounts. I want to learn how much you like certain things about school. Circle the number that best describes how much you like the following school activities:

1. Playing games or sports at school.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

2. Learning about art or music

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

3. Being in a school that has a library.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

4. Learning how to read and write.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

5. Learning about people and places.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

6. Learning about arithmetic.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

7. Being where there are many students my own age.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

8. Reading magazines and books.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

9. Writing about different things.

1.	2.	3.	4.	5.	6.	7.
Not at all			Sometimes			A great deal

APPENDIX NN

Student Progress Report
Alternative Program

STUDENT PROGRESS REPORT

Student's Name ______________________ Date ____________

CODE: Always (5) Frequently (4) Sometimes (3) Rarely (2) Never (1)

*(Judge students with regard to frequency of response)

I. CLASSROOM BEHAVIOR (Performance oriented)

A.	Can concentrate on classroom tasks (considering level of performance)	5	4	3	2	1
B.	Requires maximum direction to complete an assignment	5	4	3	2	1
C.	Can perform skills demanded by class situation (as determined by class level)	5	4	3	2	1
D.	Capable of offering appropriate answers in response to questioning	5	4	3	2	1

SUBTOTAL: ______________________

COMMENTS:

II. SOCIAL MATURITY (people oriented)

A.	Appearance is tidy and appropriate	5	4	3	2	1
B.	Practices social grades appropriately	5	4	3	2	1
C.	Interested in and/or enjoys interaction in class environment	5	4	3	2	1
D.	Responds realistically to authority of teacher	5	4	3	2	1
E.	Demonstrates social interaction with classmates (has friends among peers)	5	4	3	2	1
	SUBTOTAL:					

COMMENTS:

III MOTIVATION AND INTEREST

A. Requires specific rewards (short-range goals)	5	4	3	2	1
B. Takes pride in personal praise	5	4	3	2	1
C. Independently seeks helpful materials	5	4	3	2	1
D. Manifests interest in achievement	5	4	3	2	1

SUBTOTAL: ______________________

COMMENTS:

IV. ACADEMIC EVALUATION

A. Reading

Grade Level ________

1. Recognizes common words	5	4	3	2	1
2. Reads and comprehends short sentences	5	4	3	2	1
3. Uses word attack skills (on unfamiliar words)	5	4	3	2	1
4. Reads and comprehends short paragraphs (4-5 sentences)	5	4	3	2	1
5. Reads and comprehends longer selections (newspaper articles, directions and explanations)	5	4	3	2	1

SUBTOTALS: ____________________

COMMENTS:

B. WRITTEN EXPRESSION

1. Able to copy with accuracy	5	4	3	2	1
2. Can write short answers to questions	5	4	3	2	1
3. Can present simple explanations	5	4	3	2	1
4. Capable of expressing ideas and feelings	5	4	3	2	1
5. Demonstrates ability to write abstract ideas (creativity)	5	4	3	2	1

SUBTOTAL: ____________________

COMMENTS:

C. MATHEMATICS

GRADE LEVEL: ________________

1. Identifies and understands number symbols	5	4	3	2	1
2. Has mastered addition facts and can apply to practical problems	5	4	3	2	1
3. Has mastered subtraction facts and can apply to practical problems	5	4	3	2	1
4. Has mastered multiplication facts and can apply to practical problems	5	4	3	2	1
5. Has mastered division facts and can apply to practical problems	5	4	3	2	1
6. Has mastered fractions and can apply to practical problems	5	4	3	2	1
7. Has mastered decimals and can apply to practical problems	5	4	3	2	1
8. Has mastered percentages and can apply to practical problems	5	4	3	2	1

SUBTOTAL: ____________________

COMMENTS:

APPENDIX OO

Letter, Principal
Pennsylvania Advancement Middle School

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO NAME AND OFFICE

Mr. William Wingel, Principal
Barton Elementary School

FILE NO.

DATE
12-5-75

FROM NAME AND OFFICE

Dr. Martin S. Cohen, Principal
Penna. Advancement Middle School

SENDER'S TELEPHONE
BA-6-4653

SUBJECT

Presentation

I was deeply impressed with your presentation at our last staff meeting. Some of the things that you are doing in your school would have very important implications here at P.A.S. I would be most grateful if you could forward to me a packet of materials similar to the one that you referred to at the staff meeting so that I can review their application for our situation.

Congratulations on the success of your program and on your willingness to share it with us.

FORM S 10—MEMORANDUM—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1969)

APPENDIX PP

Letter, Coordinator, School For All Ages

THE SCHOOL DISTRICT OF PHILADELPHIA

MEMORANDUM

TO — NAME AND OFFICE
Mr. William Wingel
Principal, Barton School

FILE NO.

DATE
Dec. 12, 1975

FROM — NAME AND OFFICE
Milton Cohen, Coordinator
School for All Ages

SENDER'S TELEPHONE
DA 4-3065

SUBJECT

Thank you for sending along the material that I requested. It is certainly thorough. I think that some of what you have done will provide a useful model for us.

I very much appreciate both your presentation at the district staff meeting and your promptness in sending along the requested materials.

MC:pg

cc: H Amos

APPENDIX QQ

Letter, Superintendent of Philadelphia Public Schools

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
19103

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

December 18, 1975

Mr. William Wingel, Principal
Barton Elementary School
B and Wyoming Avenue
Philadelphia, Pa. 19120

Dear Mr. Wingel:

My thanks to you for your memo dated December 10, regarding the Alternative Program at Barton Elementary School. I am appreciative of your support of my educational position regarding basic education.

The Barton Update for December 19, 1975 is clearly indicative of the skills we must teach, out of necessity, to enable our youngsters to function in society. I eagerly anticipate your sharing the results of the evaluative scheme with me.

Again, my thanks to you and your entire staff at the Alternative Program.

Sincerely,

Michael P. Marcase
Superintendent

MPM/pc

APPENDIX RR

Letter, Superintendent of District 7 Public Schools

Telephone JE 5-0414

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
OFFICE OF DISTRICT SEVEN
ALLEN M. STEARNE SCHOOL
HEDGE AND UNITY STREETS
Philadelphia, Pa. 19124

MICHAEL P. MARCASE
Superintendent of Schools

HOWARD R. AMOS
District Superintendent

382

March 3, 1976

Mr. William J. Wingel, Principal
Clara Barton Elementary School
"B" and Wyoming Avenue
Philadelphia, Pennsylvania 19120

Dear Bill:

The Barton Improvement Program has been extremely well-planned and executed this school year. You have put together a program that makes excellent use of many resources and has resulted in an on-going school-community operation to alleviate problems which have occurred as a result of the transitional state of the Barton neighborhood.

Many principals commented to me on the fine presentation you made to the District Seven Staff on December 3, 1975. I am aware that numerous principals have requested information and materials to use as models for the improvement of their schools. It must be gratifying for you to see aspects of the Barton program being injected into these other schools. I am particularly impressed with the new Barton Discipline Code and the effect it has had on students, teachers and parents of the Barton community. You are probably aware that three district schools have initiated discipline committees based on the Barton model.

You have my complete approval and commendation to continue this program in the school year 1976-1977.

Sincerely yours,

HOWARD R. AMOS
Superintendent District Seven

HRA/m

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BIBLIOGRAPHY

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